

THE LIBRARY JOURNAL

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No. 6

Eyes And The Library

*Olive Grace Henderson
Hugh Grant Roswell*

Library Lighting—A Scientific Problem

Dean M. Warren

Some Aspects Of Library Lighting From The Viewpoint Of An Illuminating Engineer

J. W. Barker

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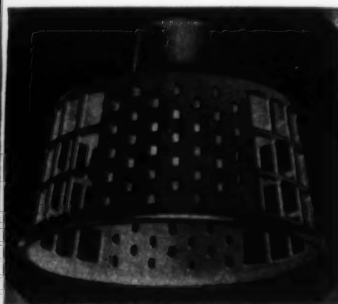
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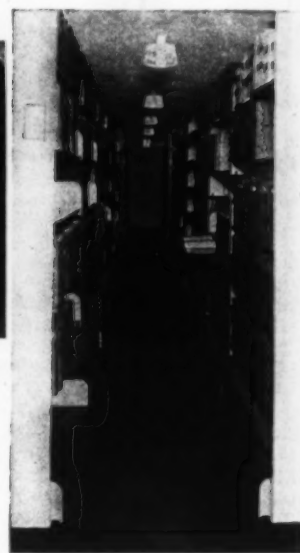
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THE LIBRARY JOURNAL



Eyes And The Library

By

OLIVE GRACE HENDERSON

Research Specialist

And

HUGH GRANT ROWELL, M.D.

*Assistant Professor of Health Education and Physician to The Horace Mann Schools, Teachers College,
Columbia University*

"Sweet is the pleasure itself can not spoil."

—JOHN S. DWIGHT—*True Rest.*

LIBRARIES, from time immemorial, have nurtured the mind, for "the images of men's wits and knowledges remain in books, exempted from the wrong of time, and capable of perpetual renovation."¹

Nor, in terms of esthetics, have libraries been neglectful unless it be through failure to recognize, as Emerson states, that "The beautiful rests upon the foundations of the necessary."

The failure of the library, if failure it can be called, lies in a lower standard for the physical welfare of its patrons than it maintains for the mental and spiritual and social welfare. Nor does this failure harm only the patrons. It brings discomfort and even danger to those whose training and activities make the library what it is, the librarians, whose waking hours are spent, day after day, in surroundings not conducive to good health.

Physical faults in libraries of today which endanger the health and happiness of patrons and employees are: (1) poor ventilation; (2) bad lighting; and (3) damnable seating.

Poor ventilation results in everything from mere discomfort and inefficient use of library hours to that

more striking condition, familiar "museum sickness." The remedy lies in consulting heating and ventilating engineers as has been the custom for some years in planning large public buildings and cathedrals of the cinema. Too little of the magic of Carrier and his contemporaries has entered Bookland.

It is, however, the purpose of this paper to consider the other two physical faults—lighting and seating. These two faults can not be dissociated.

Not only are these faults remediable but through setting up hygienic conditions in the library, this important educational institution can assume a new teaching function, both through environment and through actual simple instruction to patrons and employees—practical health instruction, with a carry-over into home and school.

In justice to libraries, it is only fair to admit, at once, two facts: (1) conditions are no worse than in schools and homes, though this is no compliment; (2) recent developments in seating and illuminating engineering have made possible the favorable changes we propose. We might add further that discussion of our proposals with persons familiar with the theory and practice of libraries, of seating, and of illumination has satisfied us that we have in mind changes which: (1) have long been desired; (2) have failed

¹ Bacon—*Advancement of Learning*, Bk. I. "Advantages of Learning."



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to be met chiefly through slow-footed practical science trailing so far behind theory; (3) can be applied to any library, often with greater economy in operation and greater possibilities of service; (4) reveal that present seating and lighting in libraries is obsolete and not consistent with the hygiene of eye and body.

Illumination has been a failure for many reasons. To us the primary one seems the former impossibility of measuring light-on-the-work in a simple objective fashion. The old-time foot-candle meter required frequent servicing. Reading it involved color comparisons of considerable difficulty.

The recent invention and inexpensive availability of the ubiquitous *lightmeter* has changed all this. In passing it must be stressed that the term "lightmeter" is the accepted popular generic name. The word "sight meter" should be reserved for one excellent form of Model 703 of the photronic foot-candle meter, the name "Sight Meter" being protected by copyright.

The lightmeter is based on the sensitiveness-to-light of a photoelectric cell, readings being made of the movement of a needle on a scale. Even a second grade child can read the device and appreciate its significance as we have shown in our own classroom experiments. The meter is obtainable at almost any utility service station or is purchasable for a small sum.²

Another failure in providing proper illumination in libraries is due to false economies in lighting, not only of reading tables but of card indexes and stack rooms. This is bad for the eyes, and secondarily for the body. It also creates certain hazards through inability of the eye to perceive quickly and certain inefficiencies through the same cause. Adequate lighting, turned off when not needed, is as economical as insufficient illumination left going all the time.

Both these failures in lighting are, as can be seen at once, in terms of *quantity*. It will often be found in library, home and school, that the quantity *on-the-work*, except in favored spots, will be about half the minimum of ten-foot candles or lightmeter degrees.

However, an equally or more important failure in illumination is due to poor *quality* and *direction*. In some of our experiments, for example, we showed that properly directed natural or artificial lighting, as compared with the obsolete practice of planning lighting for flat-topped reading surfaces, made existing light two or even three times as strong. Indeed, herein lies the possibility of securing proper lighting without increasing cost of operation, of building up otherwise inadequate amounts.

The technic of accomplishing this (in terms of accepted standards of *angle* with the floor line, *height* of reading material, and *distance* of reading material from the eye) we have presented in considerable detail, in terms of home and school, as well as general theory and proof, in our recent book, *Good Eyes for Life*.³ It is impossible in an article of this length to present more than a few general standards to be met and which are generally accepted.

When these standards are met in terms of seating, and illumination (both natural and artificial) planned to meet these conditions in terms of the familiar standards of the Illuminating Engineering Society, the result will be a decidedly New Deal for eyes and bodies, from tender youth to dim-eyed old age.

We shall now present these standards for seating and subsequently reveal methods of providing proper lighting.

In general terms, in normal vision, the *work* will be held from about fourteen to eighteen inches from the eye. The *work*, furthermore, should be held at an angle of from forty-five to seventy degrees with the floor line. The basic studies of reading were actually made with the work at ninety degrees for short periods and between sixty and seventy degrees for longer work. However, allowing for personal comfort and for variance in spinal conformations, we have found the forty-five to seventy degree range the most acceptable. It must be remembered, nevertheless, that the individual who is accustomed to making a hoop of himself or hanging onto a chair back by the nape of his neck in trying to combine eye com-

² Regardless of type, these meters are manufactured by the same firm, The Weston Electric Instrument Company of Newark, N. J. Several types are available at different costs. Neat leather carrying cases are provided with some models.

³ Henderson, Olive Grace and Rowell, Hugh Grant. *Good Eyes for Life*, D. Appleton-Century Company, 1933. \$2.

fort, body comfort, and a flat-topped working surface, will be both timid and modest about believing that he can enter this Seventh Heaven of Eye and Body Comfort. But once tried, never deserted.

The third of the trio of eye comfort standards is attained by *bringing the work up to the eye, not the eye down to the work*. The eye works with least strain in the forward-looking position, that being the rest position as nearly as can be attained in close vision for an eye planned by an All-Wise Creator for an outdoor and considerably illiterate life.

The actual height of the work depends, therefore, on the sitting height, or, to be very exact, on the height of the eyes from the base of the spine or the seat bones. One important fault of the various wooden, improvised book (reading) stands found in the more progressive libraries (and even in famous medical libraries) is that the height of the book can not be raised enough. Admittedly such stands are a vast improvement over flat tops. As will be seen presently, however, library illumination as it now exists defeats these stands, though by no means totally. There are, anyway, still better methods of handling the work.

When the three standards of angle, height, and distance noted above are maintained, the eye is in the highly-desirable forward-looking position of minimum strain and the body is also in efficient and favorable mechanical position, with the organs able to function satisfactorily, a thing commonly called good posture.

Consider the standard equipment for a library reading room. The table is flat-topped and has varying length and breadth, it being customary to seat persons on from two to four sides. Lighting is usually by windows plus a combination of general and local artificial illumination, the latter being frequently of trough form or one unit serving a number of patrons.

Practical librarians have told us they know of no existing chair which meets their needs. The present units may or may not have arms. There may or may not be upholstery. On occasion there are signs of adoration of Chippendale, Sheraton, Duncan Phyfe or Early Pullman. Worship of Galen, circa 1537, would be more appropriate, the latter individual being no cabinet maker but considerably expert on the human framework and its draperies of muscles and what not. Libraries may well join schools and the higher level of parents in demanding that furniture be designed to meet anatomical and physiological needs. In the case of a chair, height, back support and seat require careful planning.

Where individuals of different sizes and ages must use the chairs, as in school libraries, it has been suggested to us that well-planned foot rests (not portable, because of the bedlam they would create) attached to the chairs, might best serve the problem rather than using tables of different heights, the latter practice our informants universally agreed making the work of the library attendant difficult. This would take care of short legs. Nothing, of course, is as satisfactory as the unit which really fits the individual. But compromises must be made where many



A Classroom Where The Author's Theories Have Been Put In Practice. Lightmeter In Foreground. Note Posture, Comfort, Different Angles Of Reading Stands, Different Heights Of Books, Different Distances Of Books From Eyes individuals use the same seating. That can not be denied.

At any rate, when anatomy and physiology and not esthetics dominate the planning of furniture, the result is likely to be more soul-pleasing through the calm relaxation of comfort than can be attained through so-called beautiful things which work out practically as a bed of thorns, where sleepy legs prick, backs ache, and the unhappy patron (like a similarly unhappy school child) squirms and enters a personal state of discomfort of mind and body in direct opposition to learning or even to enjoyment of printed pleasures. This is not a diatribe against handsome furniture. It is merely a recognition (to which every librarian will agree) that utility comes first.

Defenders of the present system and use of tables and chairs in a library stress that there is always room for one more individual, something to be considered in school libraries in particular at certain crowded hours.

Advocates of such barbarism have not, perhaps, heard of the method of packing horses on a circus train. All the occupants but one of the car are loaded. The last equine, known as the wedge horse, is then started up the gangway. He pushes and crowds himself into the center of the car, thus creating a situation of modified sardine can intimacy. This plan is

intended, however, not as a means of furthering the pleasure of the horses or their erudition. It is a means of aiding the horses to avoid the injuries in railroad travel contingent upon being thrown about the car during transit.

Wedge horse methods in libraries simply waste a portion of the patrons' time. They destroy the eagerness to read. They merely prove the value of our contention that there should be an individual work space exclusively for each patron.

There is, in school libraries, a special situation to be met. In a general reading room in a public library, conversation is not encouraged and sometimes not tolerated. But in schools, under modern socialized education, work on the units is done in pairs or committees of slightly greater number. Pupils working together must be near enough to communicate and consult in low voice.

However, this does not necessitate grouping around a table where, in addition to unsuitable physical conditions, there exists also the possibility of spreading colds (or more serious contagious diseases) through the sneeze or cough propelling bacteria across the table into the face of an unwilling recipient.

No, *the individual unit for each person is the most efficient, hygienic, and economical way to operate a library.*

We propose for each reader a unit for his individual use and comfort, consisting first of all of a liberal-sized, scientifically and hygienically lighted reading stand which will assure him of the proper angle, height and distance for his book. Secondly we want, at the right of the stand (since most persons write right-handed) a flat area, again properly lighted, large enough to hold a note book, or paper for notes, plus necessary writing equipment and the next book or two which will be used. We want this unit far enough away (in terms of front and back) from other persons to permit low conversation (in school libraries) but also individual privacy and safety from coughs and sneezes.

This unit would have the same type of movable top which we advocate for a school child in a classroom and study and play-room at home and a thing which we wish every reader had available under any circumstance, so greatly does it add to comfort and welfare of eye and body, if only because, when work is properly arranged, posture takes care of itself. That we have seen in our own experiments.

For practical purposes we believe tables can be built, the tops of which shall consist of individual reading services. For such tables, simple chairs should be provided, beautiful as desired, perhaps provided with attached foot-rests (for reasons see above), and above all conforming to anatomical standards as well as excellence of bolts, nuts and varnish.

In discussing the matter with some librarians we found they derived considerable satisfaction from certain angle-topped tables for little children. Unfortunately, in our experience, fixed-topped tables have been unsatisfactory, since no two individuals want precisely the same angle. It must be possible to provide the patron with the angle that he finds best meets his needs. The angled tables are actually an advance,

but they represent only a transition stage, a stage beyond which science has now passed to more flexible catering to the individual's eyes and body. Another objection is found through the general principle involved in the following paragraph.

Some raise the question of whether it is necessary to have a distance adjustment when the chair is not (contrary to the custom in the best school seating units) attached to the table or desk. At first thought, it might seem that the distance adjustment could be made by moving the chair back and forth. A study of the portions of the body involved in these adjustments will show that two different situations are involved. The distance adjustment is determined by factors within the eye itself. It assumes, basically, that the body is already in proper relation to the table, the latter being determined by the conformation of the body itself. Those familiar with adjustment of school seatings will recall the rough standard of at least the breadth of an adult hand between the child's abdomen and the desk. So the distance adjustment must stay. *In a properly designed school desk there are actually six adjustments* (in addition to size), it may be stated parenthetically. The angle, height, and distance a pupil determines for himself. The height of the seat and of the desk are determined by experts and semi-permanent adjustment made. The relationship of desk and seat are usually determined in the factory today and the desk and seat sold as one movable unit. Libraries have to meet these same adjustments as nearly as possible. No, the distance (eye) adjustment can not be eliminated.

The matter of finish is one in which esthetics may have a place. In classrooms the standard school brown has become the accepted thing, whether as paint or dull wood finish. It is an excellent color, neither warm nor cold, blends well with others, is pleasing to the eye and is not too light absorbing.

It would seem like delving into antiquity to bring up glare from paint and varnish in this day and age. To find such glare in any well-planned building is inexcusable.

The paint and varnish situation, however, is undergoing a complete revolution at the present time, started, as in the case of lighting, by the ubiquitous light meter, the values of which are by no means all discovered even yet. It is the most amazing instrument that has found its way into practical use in years.

The psychology of color is well known. So, in a general way, is the idea that dark colors absorb light, thereby cutting down its efficiency, while light colors brighten otherwise dark corners. But choice of color is by no means the whole story. Studies of different types of surfaces reveal a varying scale of light absorption and building up. And it is quite possible that the mausoleumlike murkiness of many a library reading room and school classroom will give way to an atmosphere which will be less suggestive of looking in the card catalog for the "Book of the Dead" and more of "Come Down to Kew in Lilac Time," that cheery bit of Alfred Noyes, or even humming "There's Sunshine in My Soul Today."

Obviously a choice of color and surface for walls,

trim, and furnishings which best utilizes illumination and at the same time avoids that eye discomfort we indefinitely name glare, offers possibilities for both attractiveness and economical lighting.

The paint industry is probably not quite ready to become vocal or reveal in type the practical application of lightmetering your interior decoration. Yet examples of such work can be shown already where engineering has been allowed free play of its most advanced ideas.

Next for a consideration of the practical side of the lighting situation. You can not, no matter how hard you try, illuminate a flat topped table in such a way as to combine good lighting of accepted code standard and good body and eye hygiene. And we are not going to make any suggestions along this line. Why tackle the impossible!

Our suggestions are to be considered only when eye and body are conserved, when the work is kept at the proper angle, height, and distance. It might be well to recall that the ancient monks, in reading and writing, and most artists in their work, use the approximate positions we suggest for reading. Indeed the modern manuscript writing can be done very comfortably at proper angle, height, and distance.

Lighting is of two kinds: natural and artificial. For all practical purposes, electricity is the only artificial light to be considered.

In terms of natural light, when the light comes from one side of the room as it should, it has been found (and the lightmeter confirms this fact) that a thirty degree angle with the wall containing the windows is often best. Better still is to determine with the lightmeter the exact location which assures maximum light and minimum glare, not forgetting to allow for body shadow. Recently a high school class in the Horace Mann School, at Teachers College, Columbia University, used this method to their great satisfaction and benefit in a quadrant lighted room.

Maximum efficiency of natural lighting is important since variations must be supplemented with electricity. Quantity, quality, and direction, as stated previously, are the standards to be met.

It is generally stated that too much natural light is impossible. This is, of course, not strictly true. The actual fact, in our experience, is that even a desk placed near a window will rarely have an illumination of over one hundred footcandles and this rapidly decreases to as low as five (or half the minimum needs) on the inner side of even a twenty-four foot room. Parenthetically, the eye accepts daylight, the natural light, in greater strength than electricity.

Natural light is often cut down unintelligently by misuse of control methods which are basically intended to remove or reduce glare. Too frequently shades are drawn merely to render natural light impotent. The answer lies in proper seat placement in many instances. Eye comfort is still probably the best way of determining the presence or absence of glare even if the light meter will pick up reflection factors. For this purpose, the Model 514 and not the simpler 703 must be used to meet mechanical difficulties.

There has been much interest, of late, in eliminat-

ing natural light entirely from libraries. If this is attempted, the first requirement must be first-class air conditioning. It is probably true that the esthetic value of looking outdoors (so desirable in a classroom) is less important in a library where reading is the objective.

Proponents of the totally-artificial-lighting plan state that building costs are lower, since no windows have to be installed. Secondly, the space otherwise used for windows can be used for bookshelves, of which there are never too many. Third (and this has no very important application to early-closing school libraries), it is necessary, when combined systems are used, to provide strong enough illumination to combat, late in the afternoon, with the well-known property of daylight, however weak, of cutting down tremendously the effectiveness of electric light, the latter, for the moment, being reduced down to about half value. This, state electrical engineers, creates a cost which does not exist if artificial light is used entirely. Our interests, however, are in securing adequate lighting and not in the exact method of attainment, if choice there be.

If natural lighting is used, provision for windows must be liberal. Quite possibly the L and other "letter" types of buildings would make one-side lighting practicable in libraries. In rooms of considerable width, the middle aisle may be the deadline between lighting from opposite sides and the border between two different furniture arrangements. Librarians tell us they do not want their reading rooms to look like transferred classrooms. They want flexibility. They must not forget that seat arrangement is determined by lighting. Study of a reading room with lightmeter in hand and this idea in mind may produce interesting answers in furniture placement, in addition to shocking revelations.

In libraries three types of electric lighting are possible: (1) general; (2) local; (3) combination.

One librarian feels that adequate general lighting of the indirect type is the most desirable. The objection lies in cost. However, illumination engineers can keep this cost as low as possible. Indirect and semi-indirect units are probably better placed slightly behind lines of tables than directly above, when our angle-height-distance methods of reading are used. However, we may not forget that the distance of the luminaire from the work determines the strength of light needed at the source for the ten or more foot-candles on the reading surface.

Local lighting, at present, is used in central table units or the more efficient troughs. Neither plan is economical since one individual may, in less crowded hours, use as much as several persons. Can not fifty watts serve such a person as well as three or four times that amount?

We believe this is not only possible but practicable.

Probably the best local light for each individual library patron's unit is similar to those clipped on books or used on sewing machines. It is attached to the upper edge of the stand and must light both stand and flat space for note taking. A simple metal shade guards the eyes. Manipulation of this light makes possible individual amount of light desired,

and it can be shown (again by the lightmeter) that we all have an individual preference. A forty watt bulb is probably ample. Economy occurs, perhaps through using a little less light for each unit than its user's proportion of shared troughs, but certainly through the fact that each patron is taught to turn off light when he leaves each place. Wiring is simple and offers no difficulties according to engineers.

When local light is thus used, general lighting is required only for safety and general use. Thus the combined general and local lighting probably offers the most economical as well as the most hygienic plan for illumination.

Given such a plant which is kind to eye and body, and quite possibly to the budget as well, a new challenge comes to the library—a challenge to use the library as a practical demonstration of good methods in eye hygiene. Comfort of body and eye are assured. A moment teaches any patron to handle the equipment, if intelligence is second grade or better. Why

not go further and make a few suggestions about closing the eyes for a moment once in a while to rest them? Why not, indeed, assure a transfer of all these good things to the home, thus joining hands for the thousandth time with the school? In the earlier enthusiasm of our own investigations along this line, we even devised a bookplate which bookowners could use to remind them of how to study and how to give their eyes proper care. There are many ways a library can drive home the necessary message of good eyes for life.

Business is holding up its sick head once more. But leisure, once acquired, will not be given up without a struggle. The library patron will continue. He will expect new books. He will expect new services. And, judging by the way eye hygiene has been publicized recently, he may well demand that his eyes, and his body as well (and the eyes and bodies of his sisters and his cousins and his aunts), be given the protection that such valuable organs have long deserved and which, has, to date, been denied them.

"At the approach of darkness, man used to hide himself, and in this constant endeavor produced that condition which we call sleep. Today he has a longer day and uses artificial light. This modern artificial light, electricity, has wonderfully extended man's useful hours, and much has been accomplished in the direction of simulating daytime illumination. But it is not the light for which man's eyes were originally designed. When used unintelligently, its effects may even be harsh, trying, and otherwise troublesome. Too often it is not under well-planned control. Hence damage comes from too little or too much light, from bad placement, and from glare. Progressive though engineers are, problems of lighting are by no means solved as yet. But the situation is continually being improved. For one thing, the photo-electric cell makes accurate measurements of illumination easily possible for all kinds of work."

—From *Good Eyes for Life*

By OLIVE G. HENDERSON & HUGH G. ROWELL

Some Aspects Of Library Lighting From The Viewpoint Of An Illuminating Engineer¹

By J. W. BARKER

Dean of the Faculty of Engineering, Columbia University, New York, N. Y.

LIBRARIES, in general, have two main characteristics, first as monumental buildings intended to emphasize the fact that they are the cultural centers of their communities and the storehouses of the accumulated knowledge of mankind; secondly as work shops wherein students in the largest sense of the word seek out the truths contained in the printed word. Every part of the building and every utility contained therein must carry out these two characteristics. Every person connected with the building, architect, engineer and librarian, must seek a proper balance of the esthetic and utilitarian. Engineers in general are only too weak in their consideration of the esthetic and only too practical in their desire for the utilitarian. Architects in general are somewhat better balanced but frequently do not fully comprehend the importance of or understand how to secure proper and adequate artificial lighting. Consequently, it falls to the librarian, the eventual custodian of the building, the one who has to live with the structure, to insist first of all that an illuminating engineer be called into consultation with the architect from the very inception of the problem and frequently the librarian must become the arbitrator in case of a conflict.

When all is said and done, if the student seeking after printed truths either cannot find the reference or cannot comfortably read the reference when found, the library degenerates into a book warehouse. Close, continuous, studious reading is one of the most difficult of visual tasks and to make a library of maximum usefulness we must provide adequate, pleasing and comfortable artificial illumination throughout. Particularly must this be so during the coming decades when every indication points to the general public being forced to consider proper utilization of the increased opportunities for cultural advancement made possible by reduced hours of labor. Libraries and enthusiastic librarians must realize that this offers a real challenge to them for upon their success in attracting the public toward increased cultural advancement and away from mere pandering to baser tastes will depend the trend of our civilization.

We can't all build new libraries, in fact, few librarians have the fun and troubles which have come to Dr. Williamson and his co-workers here at Columbia, but each of you are or should be actively concerned with the equally important problem of making your existing library of the greatest service to the greatest

number of your community. The old day of the "hoarding librarian," who bought volumes for the pleasure of possession and who hated circulation thereof, is gone for which many praises. Your success as librarians is frequently judged by your circulation and reader figures.

With all these points in mind, what can be done with existing library lighting installations is a far more interesting problem than the best designs for a new library and its illumination. It seems to me that we may classify existing installations under four headings: (1) Good to excellent and maintained properly; (2) once good but now inadequate; (3) poorly designed at installation but possessing possibilities of improvement and; (4) those requiring a major operation. Before I go into each of these classifications, I'd like to ask you some very pertinent questions which contain their own answers and have very important implications in our discussion.

Do you know:

1. That the pupil of the eye becomes smaller with age? Consequently more light is needed as you grow older.

2. That the average age of our general population is increasing—hence somewhat more light is needed than before?

3. That if a child has to hold a book he is reading closer than fourteen inches, the chances are great that his eyes are being strained, either from defective vision or poor lighting or both?

4. That one-fourth of our young people suffer from defective vision?

5. That people with defective vision are helped more than people with normal vision by increases in lighting intensities?

6. That an additional quantity of light is no substitute for the services of an eye-specialist but it is a tool just like eyes and eye-glasses?

7. That eyes readily adjust themselves to a wide variety of conditions and are slow to complain of their need for glasses and/or better lighting?

8. That a man who uses his eyes under poor lighting conditions for prolonged periods may suffer more nervous muscular tension than a manual worker?

9. That poor lighting is one of the causes of near-sightedness?

10. That it is estimated, we are using our eyes for severe visual tasks about 30 per cent more than was common a generation ago and many times more than a century ago?

11. That it takes three times as much light to

¹ Paper delivered before the Conference of Eastern College Librarians, Columbia University, Dec. 2, 1933.

read a newspaper with the same ease as it does to read a well-printed book?

12. That reading with the page brightly illuminated and the rest of the room comparatively dark often causes unnecessary eyestrain and fatigue?

13. That an object must be twice as large to be visible under one foot-candle as it would have to be under one hundred foot-candles?

14. That human beings are human seeing machines whose efficiency, welfare, behavior and happiness depend upon light and vision?

I will of necessity have to use in this talk a few technical terms and we will need to define or give examples of these terms in order that we may understand each other. A foot candle is a measure of the intensity of illumination falling on a particular area and can be illustrated by placing a sheet of white paper one foot away from a standard candle. The intensity of the illumination at the center of this piece of paper will then be one foot candle. We will also need to use the term lumen which is a measure of the light flux incident upon a given area. Returning to our standard candle used above, it is producing 12 pi lumens of light flux. A lumen, of course, is a measure then of the total light coming from a given source. We will also need to use the electrical term watt, which is a measure of the rate at which energy is being expended in a piece of electrical apparatus. In our case this will be the source of illumination such as an incandescent lamp. We pay for our electrical energy in terms of kilowatt hours, which is 1000 watts being expended continuously for one hour.

The questions which I proposed above and the answers which are suggested therein give us food for much thought and indicate how essential it is that proper artificial illumination should be provided in all the various parts of our libraries. The particular value of intensity will, of course, depend upon the type of work to be done in the part of the building under consideration. As an example, the main reading room should be provided with the level of artificial illumination approximating ten to twelve foot candles on the desk.

The values of illumination intensity which I use are those recommended by the Illuminating Engineering Society as a result of theoretical studies carried on in the laboratories and practical work executed by our illuminating engineers in existing libraries.

In such a room the eye is being used for continuous closely attentive reading. Now contrast this with a stack room where the eye needs to be used only long enough to identify a given title amongst a row of books placed on a shelf. Here the intensity may be as low as one and one-half to three or four foot candles without causing eye strain or serious trouble. We thus see how the intensities can and should be varied to secure maximum efficiency at the lowest practicable cost for energy to be expended. It is not necessary, in fact it is undesirable, to flood the entire building with light as would be recommended for the reading room.

There are three other factors in good illumination in addition to intensity. The eye perceives an object

not by the light which strikes the object, which is what we ordinarily measure when we are considering intensities, but by the light which the object reflects back to the eye. This brings forth a very great problem in designing illumination because no two books, for instance, are printed on paper or with ink of exactly the same reflection coefficient. In addition our studies in the laboratories indicate that the ability to see an object depends on the relation of the object to its background. I think I can illustrate this by an example which will make this clear. Suppose that we print a line of type with an intensely black ink first on high quality white paper and secondly on a very dark gray paper. It must be obvious to all of you that even though both pieces of paper were illuminated to the same intensity the eye would find it easier to read the print on the white paper than it would on the dark gray paper. This is what is known as per cent contrast between the object and its background and variations thereof must be allowed for in computing illumination intensities.

The next factor to be considered is the size of the object to be seen. It seems hardly necessary to mention this to librarians since it is common experience with you that it is easier to read type of a headline size than it is to read type such as commonly used for footnotes.

The third additional factor is the question of glare. We all know how intensely disturbing it is to have an unshaded brilliant light source directly in our line of vision. We may be adding more light into the space under consideration by such a source but it is doing harm instead of good. Every illuminating engineer, therefore, has to consider the fact that misplaced light not only does not contribute to good illumination, but as a matter of fact is a serious handicap to good illumination.

Now let us go back to the question of what can be done to improve existing installations in our libraries, which you will recall I broke up into three headings, the first of which was concerned with a situation where the lighting installation was once adequate but now is poor. What could be the reasons therefor? First, you know that dust is the great bane of a librarian insofar as the care of his books is concerned. It is also the great bane of the illuminating engineer since it will persist in getting into all of our lighting fixtures and results in a loss of efficiency. We commonly find that an installation designed to provide say ten foot candles when it is new will fall to seven or even six foot candles within three or four months of usage. This deterioration comes about through dust collecting in the lighting fixture, through decrease in the reflection factors of the walls and ceilings due to dirtying and aging of the paint and thirdly through the actual deterioration of the lamp itself through age. Our incandescent lamps are designed for a life of either 800 or 1000 hours of use, during which time they fall off in their light production due to blackening of the globe resulting from the evaporation of the tungsten from the filament. All of these problems which I have just mentioned are connected with proper maintenance of the equipment and it devolves upon us to see that

our fixtures are cleaned at frequent intervals, that our walls and ceilings are repainted on a reasonable schedule and that the fixtures are relamped at the proper time. There is one other factor that sometimes comes into this situation, particularly when the operating force of a library are pressed for economy. We find a lighting fixture which was originally designed to have used in it a 100 watt lamp is relamped with a 60 or 75 watt lamp. The immediate effect is not so noticeable since it is customary when relamping to clean the fixture and the 100 watt lamp due to age has fallen in its output to something of the order of a new sixty or seventy-five watt lamp. But of course one is comparing the situation with old lamps and dirty fixtures with new lamps and clean fixtures. The illuminating engineer has attempted to care for this aging of lamps by adjusting the illumination such that the average value of the light during the life of the lamp and the maintenance period of the fixtures comes nearly to the recommended value. This means that when the installation is new or has just been cleaned the light provided is somewhat above the recommended level and just before relamping or cleaning of the fixtures it is below the recommended level. Many old installations have been brought to reasonable values simply by providing the proper size of electric lamp in the fixtures.

If one is to get the maximum value of illumination from a given installation, it means that there must be a reasonable maintenance period. The length of this period will, of course, depend on local conditions as to dust or dirt in the atmosphere but it is reasonable to assume that where light is such an important factor as it is in the libraries, lighting fixtures should be washed and cleaned thoroughly every two months. The money spent on such maintenance is more than repaid in the increased efficiency of the lighting installation at no increase in power cost. Consequently if the illumination installation was once good, it may be brought back or maintained at par by proper lamping and proper maintenance. Incidentally may I say that the eye is such an unreliable measuring instrument that no librarian can depend upon walking into a room and ascertaining whether his illumination installation functions properly or not. There has recently been developed a relatively inexpensive reliable instrument called the Sight Meter, the use of which I recommend to all librarians in checking on their library installations. It is a true measuring instrument and does not depend on judgment which was one of the drawbacks to the old foot candle meters and similar types of instruments. While its scale is not graduated in direct units, it is perfectly possible for any librarian to individually mark this scale in such a way that it would indicate two values for each room of his building, one the illumination which should be secured on the working plane when the installation has just been cleaned and relamped and secondly a lower value which would indicate that it is time to clean or relamp or both due to deterioration.

Sometimes an installation has provided for it wiring which is sufficient to carry an electrical load in excess of that initially provided. This is technically

called reserve capacity of wiring and where a librarian is fortunate enough to have such a situation it is possible to consider increases in the size of the electric lamps to bring the illumination values to a proper level. There are many public utilities which maintain lighting service departments, the personnel of which can be called on for technical information of this description and for advice as to means of rehabilitation of the existing lighting installation.

In many cases simple attention to the removal of the glaring sources without any increase in the electric energy consumed will do much to improve a lighting installation in the sense of making it more suitable to the reading problem involved. One should always look with a great deal of suspicion upon any unshaded light source.

The third classification is where the lighting installation was poor at the beginning and has no possibilities of improvement due to either design of type of fixture or inadequacy of the electric wiring supplying the power. Here only a major operation involving the redesign and reinstallation can be of any great value. Such a project always involves considerable expense since it involves a certain amount of structural change in the wiring and in the fixtures. For such a problem a competent illuminating engineer should be called into consultation to lay out a proper lighting and wiring system within the possibilities offered by the structure itself.

Now let us consider just one of the main rooms of a library in order that I may indicate to you the variety of methods of approach which are available to a competent lighting expert. There is no royal road to success in solving an illumination problem. We can attack a reading room from two main points of view—localized lighting and general lighting or, of course, a mixture of the two.

The localized lighting problem involves the use of some form of desk lamp and many attempts have been made to give a proper solution through these means. The portable desk lamp seems to me to be very bad. First, of course, it involves very heavy maintenance charges on cords and plugs and secondly, and even more important, the average person does not know how to use a portable desk lamp. I have observed readers who would deliberately place a desk lamp at the worst possible position for proper reading. If we attempt to avoid the cord and plug problem by fixing the desk lamp in place then we find the light source correct for only one position of the reader, one position of the book and even then apt to give a certain amount of reflected glare from highly glazed illustrative pages. A step forward in this direction is provided when we extend the light source into some form of trough rigidly fixed to the reading table and properly designed to give reasonably uniform illumination at the reading space. Professor Higbie, a past president of the Illuminating Engineering Society, Professor of Illumination at the University of Michigan, has designed one of the finest of these trough arrangements. Theoretically the best result, using localized lighting, would be obtained, if in addition to the longitudinal trough there could be lateral troughs enclosing the reading space. But the

design which is best theoretically is probably the poorest practically because it limits the reading space to certain given dimensions and therefore means that one must design this space for the largest book or atlas and consequently wastes space for readers using other smaller books. A third main objection has been raised to this by some of my librarian friends who realize immediately the difficulty of proper supervision of the reading room from the police viewpoint when the table top is covered by a trough or arrangement of troughs or reading lamps. Hence it seems that while this system might well be applied to very small rooms with excellent success from the point of view of illumination and from economy of power, yet it scarcely seems applicable to our larger reading rooms and it does give a cluttered effect which may be very unesthetic and displeasing to the architect and general public.

Passing from the localized lighting we come to some form of general illumination which means in essence properly illuminating the entire space of the reading room. Here the illuminating engineer is faced with the problem of shadows and a frequent type of solution has been the indirect lighting fixture in which the light is first projected upward towards the upper walls and ceiling and then re-reflected to the reading tables. An example is again the University of Michigan main library reading room. Such a system gives most excellent results when properly designed and applied and maintained but it does consume considerable amounts of power and sometimes involves difficult maintenance problems.

These questions have led then to a combination of direct and indirect general illumination in which the room is flooded to a level of three to five foot candles by an indirect system and the balance of the illumination intensity on the reading desk is provided by some form of direct fixture. This is identically the plan which has been designed for the main reading room of the new Columbia Library. It offers the possibility of reasonable economy in power, ease in maintenance and properly directed light without any glaring sources in the line of vision. It is not applicable to reinstallations in many cases because it involves the use of some form of hung ceiling into which the direct fixtures can be recessed and kept out of the line of vision.

Another of the problems which may occur in a

reading room where reference book shelves are carried on the walls surrounding the reading space is the problem of providing a sufficiently great component of light on the vertical surfaces to permit reading of titles. This is one of the advantages of the indirect system and we believe in our Columbia installation we have cared for this by properly proportioning the indirect illumination as compared with the direct illumination. This problem also arises in stack rooms where it is necessary to get the illumination onto the titles of the books on the lower shelf. There have been many forms of stack lighting developed, most of which, with the exception of the bare lamp, are reasonably effective, unless the librarian is going to permit reading in the stacks. Under such conditions other problems arise because of the points which I mentioned before, that we can get along with relatively low levels of illumination if titles only are to be read, whereas if continued attentive reading is the problem, we must provide something of the order of ten foot candles.

The catalog space is another very difficult situation because of the relatively rapid dirtying of the cards which reduces the contrast between the printing or typing and the background and also because of the ease of getting objectionable shadows with almost any form of illumination.

I do not want to conclude this paper without pointing out the fact that not only must the public be provided with adequate illumination, but that it is even more important that the personnel who are continuously working in the library must have illumination adequately designed and properly proportioned for their individual tasks. A reader may be in the library for one, two, three or even four hours, but the library staff are on duty requiring intensive use of their eyes for considerably longer periods and we must consider them very carefully in all the plans for either new libraries or revamping installations in the old ones.

Necessarily this presentation has had to be very rapid and very sketchy. If I have provoked questions in your minds, if you have a better appreciation of the desire of the illuminating engineering profession in general throughout the country to be of assistance in this problem of yours, I will feel that this paper has been successful.

"The pace of modern life has taken its toll on man's nervous system. Part of this toll can be eliminated if we use the eye under conditions which cause the least expenditure of nervous energy. Good working conditions for our eyes therefore reflect happily in all the rest of our bodies as well as in the eye itself. The eye is tuned more closely to the rest of the body than any other organ. . . . All this we have realized. We have done much in improving the situation, but there is much more to be done."

—From *'Good Eyes for Life'*
By OLIVE G. HENDERSON & HUGH G. ROWELL

Library Lighting—A Scientific Problem

By DEAN M. WARREN

Engineering Department, General Electric Company, Nela Park, Cleveland, Ohio

WHETHER it's Jonesville or London, if the town has a courthouse, chances are it has a library too, an impressive edifice built along classic lines. It is traditional for the town library to be big and beautiful and of the classic style of architecture. Nor is this a meaningless tradition. It seems altogether fitting and proper that, as the cultural center of the community, the library should be all of these things.

But, while it is all right for the architect to cling to old ideals in designing the library building, the illuminating engineer must reach out toward new ideals in lighting it.

The Science of Seeing

Within the past few years, the development of a new Science of Seeing has vividly revealed the importance of lighting as an aid in the conservation of human energy, and indicates the relation between seeing and the individual's working rate. Physicists, ophthalmologists, psychologists—scientists in our lighting research laboratories have conducted extensive research on light and vision. As a result we now know how the eye uses light, which enables us to control and distribute it more intelligently. We know how much light is required for different seeing tasks. For instance, the seamstress who is taking small black stitches in a black skirt requires more light than the boy who is reading large black print on a white page. The contrast of the black print on the white page makes seeing easier and therefore less light is required. There are other reasons, too, why the boy might need less light. The pupil of the eye contracts with age, allowing less light to enter the eye to form the image. So old eyes require more light than young ones. It is estimated that a person 50 years of age requires twice as much light as a person 20 years of age.

Tests conducted in the schoolroom show that the rate of learning just like other kinds of production work is speeded up under adequate lighting conditions. These are typical of the foundational facts that should govern the lighting installation of any building today. They are particularly important considerations in a library, where young folks and old folks come to read and study—where seeing tasks vary from reading fine newspaper print to the large black print that goes with fairy tales.

Quite aside from making reading easy and pleasant, adequate lighting in every environment would put a halt on the advance of defective eyesight, which threatens the people of the civilized world. In the elementary grades, one child in ten has defective vision, but by the time these young students reach college, just when their faculties should be most

highly developed, every other one of them has defective vision. Since eyestrain, which is caused by eye-work done under improper lighting conditions, causes more defective eyesight than all the other eye defects put together, the lighting of the library becomes an important practical problem.

Light for Practical Purposes

Light for the exterior of the library should be in tune with the spirit of the architecture, designed solely to increase the beauty of the building. Inside, the lighting of lobbies and corridors may likewise be governed by aesthetic considerations. But for reading and reference rooms, book stacks, offices and charging desks, lighting should be designed to "please the eye" in a practical way. This means:

1. There should be no bright light sources within the line of vision.
2. Light sources should be so located that there is practically uniform illumination making the entire room usable for library work.
3. All lamps should be shaded and the light so diffused that there will be no harsh shadows and few bright reflections from reading surfaces.
4. Lighting should increase the general atmosphere of quiet and concentration.
5. The amount of light provided should conform to modern standards and additional light should be made available for old people who do not see as easily as they once did, and for the difficult seeing tasks that research often involves.

The Attributes of Indirect Light

Many of the problems of lighting design are solved by deciding upon a semi-indirect or totally indirect lighting system. Lighting units in such a system throw the light to the ceiling, there to be reflected down into the room. When the whole ceiling thus becomes a light source, a uniform distribution of light in the room is assured, shadows will be soft and the light so diffused that there will be little or no danger of annoying reflections from desk tops and reading surfaces.

This absence of highlights and shadows creates an atmosphere of quiet and concentration obtainable in a number of different ways. Conventional types of luminaries may be suspended from the ceiling at regular spacings, or the equipment may be concealed in built-in coves, wall urns or boxes on top of the bookracks. But whatever the type of equipment used, or the method of installation, an indirect lighting system is only possible in a room having a reasonably plain light-colored ceiling that will reflect a

large percentage of the light thrown upon it. Such a system provides light of the best quality. As for quantity, if it provides 15 foot candles of light throughout the room, the library customer—young or old—is bound to be "pleased." Where it is not practical to have general lighting of this intensity throughout a room, supplementary lamps may be used at reading tables to give the individual the light his eyes really need.

There are many arguments for such additional lamps, besides the economic one. Undoubtedly it does save power to have lights turned on only for those who are using them instead of having a general system that must operate full tilt so long as a single person remains to read. The combination of the two kinds of lighting—an indirect system to provide the general illumination for the room and a system of direct lights at reading tables—has proved quite satisfactory. It is thought that a more intense light on the table helps the individual center his interest there, yet the general system provides enough lighting background to make seeing easy.

Individual lamps should be designed to conceal the bulbs from view. They should distribute the light over the entire table top and should be placed at the left of the reader where it will tend to throw glaring reflections away from the eyes. The problem of the local light is not difficult where it serves only one person, but where it must serve several, it is hard to position the light so as not to annoy anyone. Often an individual table lamp may incorporate the direct and indirect lighting features, thus providing general illumination in the room at the same time that it lights the individual work.

Light for the Bookstacks and Such

The amount of light needed at checking desks, reference desks and files will, of course, be determined by the amount of light provided by the general lighting system.

As for the bookstacks, they require enough light to make the titles on the rows of books easily visible. Since the aisles are only about three feet wide,

and since the bookstacks are an important part of any library, special lighting units have been designed to light them. By concentrating the distribution of light from overhead and directing the highest intensity at the lower shelves, a fairly uniform lighting is achieved for the shelves from top to bottom.

A Problem in Simple Arithmetic

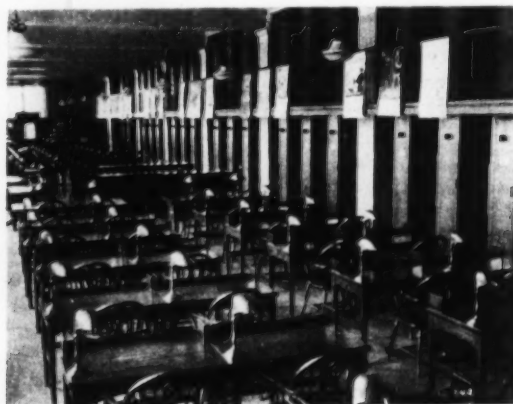
Regardless of the type of lighting system installed or the type of lighting units employed, the first fundamental to consider is the amount of useful light they will provide for the eyes to use. The Science of Seeing indicates that from 15 to 20 foot candles would be about the most desirable light intensity. This means that 15 to 20 lumens of light must be delivered on every square foot of the room.

Underlying all other illuminating calculations, then, is the very basic one of determining how many lumens it will take to provide this amount of light uniformly over every square foot of the floor area. After that it is necessary to estimate the amount of light that will be lost in transit—that is, absorbed by walls, ceiling and equipment—before figuring the number and wattage of lamps that will be required.

Two and Two Should Equal Four

With the proper number of lighting units of the right size installed, adequate lighting still has no long-time guarantee. Walls, ceiling and equipment must be kept clean and burned-out bulbs must be immediately replaced. Failure to thus properly maintain a good lighting system may eventually depreciate to a 50 per cent efficiency basis, with all that depreciation signifies in the way of wasted time, energy and eyesight.

Even a lighting system designed to be decorative primarily deserves a regular bath to preserve its effectiveness. If it is to continue to do well, the lighting job which the architect is all too willing to have it do, decorative lighting must be kept as clean as its practical common sense twin—useful light for seeing.



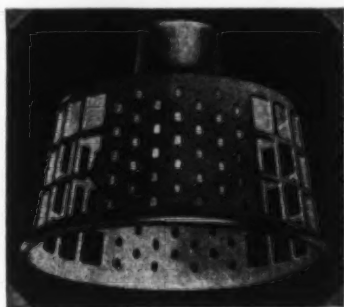
A General Overhead Lighting System, Supplemented By Individual Reading Lamps, Provides A Good Seeing Environment For The Library Patron

Stack Room Illumination

THE UNIQUE characteristics of the stack room present problems of lighting which are not encountered in any other part of the library building. In reading rooms and administrative offices the planes to be illuminated are horizontal, that is, perpendicular to or across the path of light. In the case of the stack room the problem is entirely different. The surfaces requiring illumination are vertical, presenting a plane which tends to parallel the direction of the light rays. This condition makes diffi-

the terms of the layman, this means that some book titles are lighted 50 to 150 times as brightly as others. The converse of this finding is even more distressing. Books which are farthest removed from the light source frequently receive as little as 1/150th of the light thrown on books close to the light. Such conditions cause eyestrain, fatigue and inefficiency. The matter of selecting a desired book is slow and uncertain.

The inherent difficulties in stack room illumina-



Snead Stack Aisle Light Reflector

cult the problem of securing an equal distribution of light. Furthermore, all points on the illuminated plane are not equidistant from the source of light. For instance, some of the book titles on top shelves are slightly more than a foot from the light, while others near the floor are frequently ten feet away.

In the typical library a large section of the building is devoted to book storage. Space limitations require that stacks occupy practically all of the space which is available, with the exception of narrow aisles to give access to readers and attendants. Daylight is, therefore, undependable and artificial light is necessary at all times. Consequently, special illumination should be a primary requirement.

The narrowness of stack room aisles does not allow a free dispersion of rays from light sources which must necessarily be overhead. This would not be so serious a problem, if the surfaces to be illuminated were light reflecting. Unfortunately, however, the book backs which compose the side areas are so dark in color that only a minute percentage of light is reflected. The dark bindings really act as light absorbing sponges. Consequently, stack rooms without controlled lighting are invariably not adequately illuminated. Titles of books more than a few feet from the source of light are scarcely legible.

The results of a field survey undertaken by illuminating engineers clearly indicate the problems presented in the development of efficient stack room illumination. This study revealed that the customary method of lighting library book stacks produces a variation in light intensity on book titles of 50 to 1 and in some cases as high as 150 to 1. Translated into



Holophane Library Lighting Specific No. 02170

tion cannot be overcome with ordinary lighting fixtures. It has therefore been necessary to develop equipment specifically designed for illuminating the vertical planes forming the sides of the narrow book stack aisles. It has been brought to our attention that at least three manufacturers have developed highly satisfactory lighting equipment for this specific use. They are Snead and Company, Holophane Company, and Curtiss Lighting, Inc. Other manufacturers may offer equipment for the same purpose.

The objective behind the equipment of these manufacturers is basically the same. The purpose is to control the direction and distribution of light rays to give fairly even illumination over the entire surface of book titles. The method of accomplishing this purpose differs in the design of the equipment.

Snead and Company, Jersey City, N. J., with their long experience in the design and construction of stack room equipment, were manufacturers who early recognized the necessity of providing special stack aisle lighting facilities. After long study and experimentation a simple device was invented, known as the Snead Stack Aisle Light Reflector. This is constructed of a single piece of unbreakable heavy gauge aluminum, chemically treated to secure a reflecting surface of high efficiency and durability.

The Snead Reflector is based on a new principle of light control by means of a perforated reflecting surface. The size and arrangement of the perforations governs the amount of illumination from direct rays on the upper rows of books and the shape of the reflecting surface serves to build up the illumination on the lower and more distant books. An unper-

forated portion of the reflector serves as a baffle plate to keep blinding glare from the eyes of those using the stack and thus soften the effect of the illumination. The reflector is a simple effective device which can be easily installed in either old or new libraries.

Holophane Company, Inc., New York City, specializes in the manufacture of illuminating equipment for all commercial, industrial and institutional fields. Realizing the need for equipment designed for specific application in stack rooms, the Holophane Engineering Department developed a unit which will satisfactorily light such locations. With the lights on 6-foot centers over the center of the aisle and mounted 7 feet from the floor, the variation in illumination is reduced from 50 to 1 down to 7 to 1.

The Holophane Library Lighting Specific No. 02176 is a prismatic glass globe enclosing the light. The principle behind this equipment is that instead of throwing light equally in all directions and thus delivering more light on the books nearest the fixture and very much less light on those farthest away, the Holophane unit by prismatic reflection and refraction subtracts some of the light rays from those angles where the rays have the shortest distance to travel

and directs them into angles where the rays have the greatest distance to travel. This is called asymmetric lighting.

Curtiss Lighting, Inc., Chicago, have also developed a lighting unit for book stack illumination. This simple device is made of heavy aluminum in a matte finish so that there is no specular reflection. It consists of specially designed fins which shield the bright lamp and spread light over a wide area. It fits on to a standard four-inch outlet box which is the type that is generally used for wiring library buildings.

The need for adequate and efficient stack room illumination has been recognized by the largest and newest libraries. Holophane Library Lighting Specific No. 02176 installations have been made in the Harvard Memorial Law Library; Baker Memorial Library at Dartmouth, Boston Public Library, Brooklyn Public Library, Princeton University Library, University of Chicago Library and others. The Snead Stack Aisle Light Reflector is found in the Engineering Societies Library, New York City, Sterling Memorial Library, Yale University, University of Rochester, Enoch Pratt Library of Baltimore, the Library of the Vatican, Manchester Free Library (England) and others.



A Well Illuminated Book Stack Aisle

Allies, Not Rivals

By MARION HORTON

Assistant Librarian, City School Library, Los Angeles, Cal.

WHILE schools and libraries differ in many respects, they have one common aim: to increase knowledge and to provide books that satisfy the desire to learn. During the present period of enforced leisure, much has been written about the library as the university of leisure, while the school is challenged to prepare students to spend leisure time wisely. Neither institution can accomplish its aim without a far greater supply of books than it possesses at present. Nor can a wider diffusion of knowledge be brought about by either institution working alone.

Neither the library nor the school feels that the ideal in book stock, equipment or method has been approximated. All that has been accomplished by children's librarians and school librarians is not enough. Recent reports that the average mental age of American adults is seventeen years do not satisfy us. We know that in a democracy the average level of intelligence must be much higher if citizens are to take their parts in government.

Books alone will not make educated citizens, but they are a vital element. "The meat of the matter is to expose the primary pupil to an abundance of good material which he may utilize for free reading. . . . Some of this reading might be done at home. Probably most of it was, in fact, done in the schoolroom, not in the school reading room, but in the schoolroom. In the cases of the majority of young children, as we find them in the public schools, small reliance can be placed upon the resources of the home. Therefore, the veritable foundation of the child's whole educational development rests in large measure upon the book tables of the primary school."¹

It is not necessary to summarize here methods of providing books for children. In *Library Service for Children* (A.L.A., 1929) Miss Powers sets up standards for children's rooms that few public libraries have been able to meet. The *Twelfth Yearbook* of the Department of Elementary School Principals of the N.E.A. is concerned with many aspects of the use of books in elementary schools. In reading this compilation of reports from different parts of the country, one is impressed by the infinite variety of methods of providing books—classroom libraries, library rooms, service by book trucks from the county library, rooms in rural schools converted into libraries by the women of the community, with books bought through personal sacrifice. In each case, the books are an essential part of the school equipment. Wherever learning is an active mental process, not merely the absorption of factual information from a single textbook, a rich collection of books must be

available. Books in children's rooms in branch libraries, in classrooms and in library rooms in school buildings are all needed in order to provide an adequate supply. No one source is sufficient.

Even a brief examination of the *Twelfth Yearbook* impresses the reader with a sense of the development of school libraries in response to the need for books. As in any other evolutionary process, adaptation and environment have shaped the product. The power of heredity is displayed in the use of techniques devised in the public library, modified as the individual situations demand. Environment conditions the product; the school library in Long Beach, California, administered by a trained children's librarian who holds teaching credentials, and the library directed by the principal of the Oak Hill rural school in Tennessee are equally important to the children. The essential point is that each child shall have access to books, so that slow readers may become skilful readers, dull readers may become good readers, non-readers may learn to read something, while good readers widen their horizons and increase their power of discrimination.

Questions of administration, supervision and technique are not finally solved. In a recent number of *School and Society*,² Dr. Louis R. Wilson lists five groups of problems—concerning administration, teaching the use of books and libraries, standards, distribution of library materials, measurements—that may profitably be investigated. The inter-relationship of schools and libraries and the ways in which their services can be put upon an approved and permanent financial basis are still to be analyzed. Such investigations will undoubtedly be carried on in graduate schools.

At the moment the greatest need is for concerted action for increased appropriations for both schools and libraries. The two educational institutions are suffering from malnutrition. The plight of libraries is shown in *Our Starving Libraries*,³ by Robert Duffus. At the same time, the schools have been maimed and mutilated. The N.E.A. states that already more than 2,000 public schools have been closed entirely. One city school system in every four has shortened its term. More than 700 schools will be open only three months. Of a total of twenty-six million children of school age, only 15,750,000 will get a full term of schooling this year. Instruction in art, music, physical education, home economics, and industrial arts has been curtailed. School library budgets have been cut. One state superintendent reports that there are rural schools in the state without even one text-

² Wilson, L. R. "Increasing the Significance of the School Library." *School and Society*, 38:845-853. December 30, 1933.

³ Duffus, Robert. *Our Starving Libraries*. Houghton, 1933.

¹ Morrison, H. C. *Practice of Teaching in the Secondary School*. 1931. p. 360-362.

book. During the past few years the number of adult patrons of the public libraries has increased while the library incomes have decreased. The schools cannot expect to secure books from a source that is growing smaller.

Neither school nor library can solve the problem alone. There must be more books in the home, more books in the public libraries and more books in the schools. A joint effort for increased support for both institutions is needed. In each community, representatives of schools and libraries should confer, decide on the essentials and agree as to what each can supply. This would give a sound basis for a demand to the taxpayers for an adequate income.

Librarians find that progressive principals and teachers are strong supporters of the library in the community. Numberless teachers who treasure books and transmit their enthusiasm for reading to their classes are invaluable aids to the cause of libraries. The children, trained in the use of books, become citizens conscious of the benefits and needs of the library, and ready to pay taxes for it. Modern traffic hazards in the cities and distances in the rural com-

munities make it impossible for all children to reach the central library, or even its branches, but through the schools, every child may be brought into contact with books, and may become a potential reader.

Taxpayers are willing to pay for legitimate expenses in the schools. Properly, they object to waste or extravagance. Books in the schools are never among the "frills" that are to be cut off in times of depression. Even in prosperous times less than 2 per cent of the school budget was spent for books and the returns, in terms of mental growth and spiritual power, are incalculable.

Schools and libraries are not rivals nor competitors, but educational allies. The hope for the immediate future lies in the efforts of such groups as the A.L.A. committee on cooperation with the N.E.A., Citizens' Councils and similar state and local committees. Since large bodies move slowly, it is wiser for each community to confer and to formulate a working plan suitable to the immediate situation. Together the schools and libraries can create public sentiment and provide a greater number of books for readers whose lives are barren without them.

Library

There is the silence of your sudden glooms;
Your windows lose the glamour of the sun,
And dusk, soft-footed, stealing through the rooms
Will tell the weary reader day is done.
When something comes to dull the labeled racks,
Taking the substance from each painted name;
Romance is lost within the darkened stacks,
And all the shadowed books become the same.
In some mute brotherhood they huddle there—
The phantoms of the tales that rest untold
Until a hand shall find them unaware
And eyes must read the title's faded gold.
O come to free the legions of the words
And send them winging skyward like the birds.

—JAMES LIOTTA

Accredited Training For High School Student Library Assistants

THE FOLLOWING outline of training for high school student library assistants is reprinted from Bulletin No. 107-1-2, *Instruction in the Use of Books and Libraries*, of the Department of Public Instruction of Indiana, p. 41-4.¹

Objectives

1. To give, to a selected and limited group, intensive training in the aspects of library service most useful to the general reader.
2. To provide exploratory pre-vocational experience and study for students interested in library work as a profession.
3. To teach students the use of library tools and show them the wide resources in reference material in order that they may acquire a knowledge of books and the organization of libraries which will carry over to their use of the public and college libraries.
4. To add to the efficiency of the school library through providing capable help in the performance of routine duties, leaving the librarian more time to devote to professional aspects of her work.
5. To develop a sense of responsibility and the qualities of leadership in the students serving as student library assistants.
6. To foster closer cooperation between the student body and the library.

The high school librarian will select student assistants because she needs their help in performing routine duties and because she finds it profitable and pleasant to form close contacts with her clientele. When these students work in the library fifty or more minutes daily and follow a definite course of study in preparation for their duties, they should be given recognition in the form of credit earned toward graduation. One-half unit (one credit) per semester should be allowed for a laboratory period spent in the library daily, one-half of the time being devoted to study of library methods and materials. A class period for the group as a whole should be scheduled once each week. The course may be extended for four semesters if desired. Credit is counted toward graduation as an elective but may not be substituted for any required course.

This plan virtually limits the group to students who are capable of carrying five subjects. Students should be selected from the upper third of the tenth, eleventh, or twelfth grades and should have a B average. Ability to type and skill and neatness evidenced in art and manual arts are desirable quali-

ties. The librarian may make exception in individual cases if she feels sure the student will profit from the course and that his work will be a worthy contribution to the library. Each student admitted to the course must have the approval of the librarian and principal. Discrimination in selecting the group must be exercised in order to have reliable, intelligent, and capable students who can work with little supervision and who will perform library duties without waste of materials or time. Favorable consideration should be given applications of students who think they want to follow library work or teaching as a vocation or who want to gain a knowledge of how to use books and libraries which will help them in college work or in continuing their education independently through the public library.

The training given should include only those library techniques which the student must master in order to be of use in his own library. The course should not attempt to epitomize the librarian's professional training or to substitute for the apprentice class of the large public library. Successful student assistants should have a decided advantage over students entirely ignorant of the mechanics of library service in applying for part-time work in college libraries or page work in the public library, but the course is in nowise intended to make trained librarians. Emphasis should be placed on gaining a perennially useful knowledge of the use of books as tools and a familiarity and love for books and reading, as important in other walks of life as in the profession of librarianship.

Suggested content for a two year course is outlined. The librarian must adapt the content and practical work to meet the needs of her group of assistants and to fit the particular library situation.

Semester 1

STUDY UNITS

- Library Rules
- Arrangement of the Library
- Principles of Dewey Classification
- Printed Parts of the Book
- Physical Book
- Catalog
- Bibliography Making
- Magazines
- Readers' Guide
- Encyclopedias
- Reading for Pleasure and Profit

PRACTICAL WORK

- Shelving
- Slipping
- Charging
- Replacing Material in Vertical File
- Filing Shelf List and Catalog Cards on Top of Rod for Revision by Librarian

¹ The manual was prepared by a committee of school librarians: Wilma Bennett, Senior High School, La Porte, Chairman; Florence Erwin, Senior High School, Mishawaka; Lyle Harter, Technical High School, Indianapolis; Minnie Pasenhofer, Lincoln Elementary School, South Bend; Mrs. Jeff Stonex, Junior High School, Bloomington; and Helen M. Clark, School Library Adviser, Indiana State Library, Indianapolis; working with Mr. C. L. Murray of the Department.

Checking Lists with the Catalog
 Making Bibliographies of Books and Magazine
 Articles
 Mending
 Mechanical Preparation of Books for Circulation
 Writing Book Reviews and Annotations
 Helping Students Locate Books on the Shelves
 Finding and Replacing Back Copies of Magazines
 Writing Annotations for Magazine Articles
 Reinforcing Magazines and Pamphlets
 Mounting Clippings and Pictures
 Making Cards for the Quick Reference File
 Making Index Cards for Magazines not Indexed
 in Periodical Indexes in the Library
 Selecting Books for the Library Browsing Corner
 Making Lists of Books Students Like to Read on
 Various Subjects
 Keeping the Library Neat and Attractive

Semester 2

STUDY UNITS

Dictionaries
 Reference Books Studied in Related Subject
 Groups, Interspersed Among the Other Units
 to Sustain Interest by Variety. Suggested
 Grouping:
 Biography
 Statistics
 Geography
 Literary Handbooks
 Quotations
 Anthologies
 Indexes to Literature
 History
 Library Publicity
 Fugitive Material
 Magazines
 Reading for Pleasure

PRACTICAL WORK

Continue Processes Learned
 Giving Reference Help to Patrons (Caution: Stu-
 dents should not attempt to answer any but the
 simplest questions and should never tell the
 patron they do not know or that the library
 has nothing; they should refer the patron to
 the librarian.)
 Writing Explanations of the Use of Library Tools
 for the School Paper or for the Bulletin Board
 Preparing Bulletin Boards
 Sending Requests for Free Material for the Ver-
 tical File
 Assisting with Inventory
 Assisting with Library Instruction to New Stu-
 dents

Semesters 3 and 4

STUDY UNITS

Intensive Review of Classification
 Thorough Study of Content of Catalog Card
 Review of Reference Books and Study of Those
 Less Frequently Used
 Newspapers
 Intensive Study of Magazines
 Buying Books

The Library in the Home
 History of Books and Libraries
 Fine Books
 Illustrators
 Librarianship as a Profession

PRACTICAL WORK

Continuance of Duties of Previous Year with
 Greater Efficiency
 Helping with Library Exhibits
 Helping with Library Instruction

With but one class meeting per week, instruction
 should probably be given through work sheets or
 contract lessons, each unit to include directions, ref-
 erences, and assignments for the week. A textbook
 should be used or plenty of supplementary refer-
 ences be placed on reserve in the library. The fol-
 lowing books will be found useful:

For the Student

Bennett, Wilma. *The Student Library Assistant: A*
work book, bibliography, and manual of sugges-
tions. N. Y., The H. W. Wilson Company,
 c 1933. \$2.40.

The fifteen chapters are printed as separate 16- or 20-
 page sections, to fit the standard 8 x 10½ notebook. Single
 chapters, 25c each; five or more in one order, of any one
 chapter or assorted, 20c each; ten or more, 15c each;
 twenty-five or more, 12c each. These chapters are: 1. The
 Work of the Student Assistant; 2. Circulation of Books;
 3. The Book; 4. The Card Catalog (Insert—Problem in
 Filing); 5. Steps in Acquiring a New Book in the Library;
 6. Periodicals and Periodical Indexes; 7. Bibliography
 Making and Note Taking; 8. Fugitive Material and Li-
 brary Publicity; 9. Reference Work; 10. Reference Books:
 Section 1: Encyclopedias; Dictionaries; Sociology, etc.;
 Yearbooks, etc.; 11. Reference Books: Section 2: Science
 and Useful Arts; Music; Collections of Poetry and Prose;
 Literary Handbooks; Quotations; Indexes to Literature;
 12. Reference Books: Section 3: History and Mythology;
 Geography; Biography; 13. Reading and Owning Books;
 14. The Library Club; 15. Librarianship and Other Book-
 ish Occupations.

Brown, Zaidee. *Library Key: an aid in Using Books*
and Libraries. N. Y., The H. W. Wilson Com-
 pany, 1928. paper, 70c; ten or more copies, each
 35c.

Fay, Lucy E. and Eaton, Anne T. *Instruction in*
the Use of Books and Libraries. 3rd ed. rev. Bos-
 ton, Faxon, 1928. \$3.75.

Hutchins, Margaret; Johnson, Alice Sarah; and
 Williams, Margaret Stuart. *Guide to the Use of*
Libraries: a manual for college and university
students. 4th ed. N. Y., The H. W. Wilson Com-
 pany, 1929. \$1.25. Same, abridged edition, 1928.
 paper, 50c.

Rice, Ole Saeter. *Lessons on the Use of Books and*
Libraries. Chicago, Rand McNally, 1920. \$1.

Ward, Gilbert Oakley. *Practical Use of Books and*
Libraries: an elementary manual. 4th ed. rev. and
 enl. Boston, Faxon, 1926. \$2.

Some units of this course of study for grades one through
 twelve may be used as text or reference material.

For the Librarian

Wilson, Martha. *School Library Management.* 5th
 ed. enl. N. Y., The H. W. Wilson Company,
 1931. \$1.25.

Librarian Authors

FRANCIS K. W. DRURY, librarian of the Carnegie Library of Nashville, Tennessee, entered the Sage Library of the Theological Seminary in New Brunswick, N. J., in 1899 as assistant librarian a year after his graduation from Rutgers College. He remained in this position until 1903 when he became connected with the University of Illinois Library. He served as acting librarian here from 1907 until 1909 and as assistant librarian until 1919 when he went to Brown University Library as assistant librarian. He remained at Brown University until 1928, serving as assistant professor at Brown as well as assistant librarian between 1920 and 1928. In 1929 he became executive assistant for adult education with the American Library Association and remained here until October 1931 when he went to Nashville, Tennessee, as librarian of the Carnegie Library.

Mr. Drury's interest in reading lists began while he was at the University of Illinois Library; his first attempt being a list of 101 of the best English and American novels which appeared in March 1908. This was followed with a list of 150 foreign novels in English translation which appeared in December 1909. This was amplified to 160 novels and revised editions appeared in 1911, 1913, and 1916. These lists were a basis for the annotated list entitled *Novels Too Good To Miss*, published by the H. W. Wilson Company in 1926. A third list was composed of 299 of the best short stories, published by Wilson in 1916, followed by a list of *Some of the Best Dramas*, 262 in number, published by Wilson in 1917. This latter list was developed into an annotated list entitled *Plays of Today*, published by Brown University in 1921 and was developed into *Viewpoints in Modern Drama*, published by the A.L.A. in 1925, which included comments on 208 long and 160 short plays.

By that time he had reached the conclusion that unannotated lists were not as satisfactory as those with annotations and he began to formulate a series at Brown University. One of these appeared to be of wider interest and was published by the A.L.A. in 1924 under the title *College Life and College Sports*.

A further development of reading lists on different subjects resulted in a series called *Intellectual Adventures* and was prepared for both college students and alumni. Four of these appeared in the *Brown Alumni Monthly* and were reprinted for distribution to the students. The series were interrupted by his leaving Brown in 1928 but was utilized in a series of articles on "Evaluating Books" which appeared in the *Atlantic Book Shelf* in 1929. These articles were incorporated in the two chapters on "Evaluation of the Content of Books" in the textbook on *Book Selection*. These appraisals were finally expanded to cover 2,000 titles in the book *What Books Shall I Read?*, published by Houghton Mifflin in 1933.



Francis K. W. Drury

While at the University of Illinois Mr. Drury lectured on Order Work and gave a course on Selection of Books. It was doubtless this experience which induced the A.L.A. Curriculum Study to ask him to write a volume on Book Selection and Acquisition. This was written in 1927-1928 and appeared in mimeograph form in the summer of 1928. After trial and correction the work was divided and published in two parts, both appearing in June, 1930, the one as *Book Selection*, the other as *Order Work for Libraries*.

His work as Order Librarian at the University of Illinois brought him into close contact with the forms of periodicals and continuations with the result that this interest produced the *Union List of Serials in the Library of the University of Illinois and the Libraries of Champaign and Urbana* in 1911 and later the *Union List of Serials in the Libraries of Providence*, 1920.

When Mr. Drury became Executive Assistant in Adult Education for the A.L.A. his interest naturally ran along that line and resulted in a series of articles in 1930 and 1931 on Adult Education. The year 1932 was devoted to the preparation of *What Books Shall I Read?* which is an adaptation for American readers of W. E. Simmet's *Books and Reading*.

THE LIBRARY JOURNAL

March 15, 1934

Editorial Forum

Library Lighting

THE THREE PAPERS THAT APPEAR IN THIS issue of THE LIBRARY JOURNAL each deal with the



question of library lighting in its own way. There is remarkably little duplication in these papers, and there can be few questions relating to this subject that are not raised by at least one of the four authors. As Mr. Warren says, the science of seeing is a development of the last few years. Since electric light has come in, our eyes are trained to need more light, and to expect more light. It is said that through years of city life the focus of our eyes is becoming limited, and that horizons are narrowing. Probably the dangers of city traffic do make new demands on the eyes as an instrument for self-protection, and very certainly the lighting that was satisfactory a hundred years ago would be hopelessly inadequate today. It is the centenary this year of the death of Rudolf Ackermann of the Repository. In 1813 it was proudly chronicled that his library was "lighted solely by gas, which burns with a purity and brilliance unattainable by any other mode of illumination hitherto attempted." The picture of his library, with the backs of the books on the lower shelves all so beautifully visible, makes one realise the power of a fond imagination. Gas has gone, candles have gone, and electricity, the real Lucifer, has begun its career.

The use of electricity has brought one attractive peril with it. To use Goethe's words "*Wo viel Licht ist, ist starker Schatten*," and if there is one thing that architects like more than a Vista it is a Shadow. With electricity as an instrument, the lighting of a library should be taken out of the hands of an architect, and placed with the engineer. Gerould in the lighting chapter of his book on *College Library Buildings* makes the statement that architects will "naturally" take the fact of a southern exposure into consideration when planning the windows, and it is to fear that he has taken rather an optimistic point of view of the nature of library architects. A different opinion is given by Angus Macdonald, who in his article in THE LIBRARY JOURNAL of March 1, 1931, feels that more thought has been often given to the design of lighting fixtures than to the effect of the light. From any reading of these papers now printed, the position of the illuminating engineer as

the final authority on an installation seems unassailable.

The second lesson given is a simple one, and that is that every library should be provided with the Sight Meter mentioned in two of the papers. No one would drive a car today without a speedometer, and no library should be administered without a Sight Meter. The third point that is obvious is that bulbs should be replaced well before they are burnt out, and that ceilings and walls should be repainted well before they are so specked with dust as to become a definite eyesore.

It is more than likely that the illuminating values of today will be minimum values very soon, and every care should be taken to maintain full efficiency, day-in and day-out. It is quite certain that there is a large variety of capacity in the eyes of readers, and attention must be paid to individual requirements. A room should not only be adequately lighted, but it should appear to be adequately lighted in order to give the right atmosphere of general comfort. The essential nature of comfort for the reader, if he is to continue to be a reader, needs no stressing here. There is a story of Lord Grey that has perhaps a contradictory value when considering the importance of light when reading. Lord Grey's eyesight had failed him in later years, and he had learnt to read Braille. Fortunately he recovered the sight of his eyes before he died, but to the astonishment of the person who looked after the Braille library that he used, he kept on coming in and borrowing books in Braille. Somewhat courageously the question was put to him as to his continuance, and he explained that he had formed the habit of reading in bed, under the bedclothes with the light out, and it was such a comfortable method of reading that he was not going to give it up just because he could now see. Comfort in reading, as in everything else, is really an individual affair.

One is inclined possibly to wonder whether the suggestion made in the joint paper by Miss Henderson and Dr. Rowell really goes far enough. If the librarian is to suggest to the reader that he has read enough and should close his eyes now for a moment or two, why not go further? Would not the truly helpful librarian be willing to take the reader's pulse and possibly his blood pressure while the eyes are closed and he is doing nothing? And, to make a personal confession, would it be too much to ask that one's eyes be protected from the use of the word publicized?

Dean Barker's fourteen questions are instructive and put certain facts together in a Believe-it-or-not fashion. His thesis is straightforward and his recommendations have all the pertinence of practicability. There is little excuse now for inadequately illuminated libraries; the facts have been gathered and any librarian can measure his own lighting with a measure of accuracy that is reasonably scientific. And to every librarian the old Bible sentence is doubly applicable, "Let your light so shine before men that they may see your good works."

—ROGER HOWSON

Desire For Reading

RESEARCH INTO READING HABITS IS PROVING that availability is of first importance in increasing the use of books, but that availability as to place must be supplemented by suitability of text, and, with the increasing desire that reading should play a fuller part in interpreting to the vast area of less expert readers the changes going on in our ways of living and thinking, the problem of the readable book has become one of the most urgent problems before the library world as well as one of the most interesting it can pursue.

To judge the readability of a book one almost has to enter into the experience of the reader himself and, when research reveals to us all that its techniques can tell us of the character of available books, it may still need to delve further and tell us how greater desire to read is produced. Back of the availability of place and suitability of text must be a new desire to read. The schools have been perhaps justly criticized for not instilling in their students a greater desire for books, colleges for turning out non-readers. There is much yet to learn as to how teachers, parents and librarians are going to enter into the background of individuals and help to set up that desire for reading which makes even the most difficult texts guide posts to new ways of travel.

Subscription Book Business

THE RECENT DECISION OF THE FEDERAL TRADE Commission in the case of the so-called Standard Historical Society, Inc., of Cincinnati marks another important step in the elimination of some of those practices which have hung about the lower fringes of the subscription book business. This particular decision was made on the basis of a code of fair practice, worked out by the better subscription publishers a dozen years ago and confirmed afterwards in joint conferences between subscription publishers and librarians. That code has been one of the most interesting preludes to the present era of trade codes, for under it a large industry declared certain standards for itself which the government then undertook to enforce.

The case against the Standard Historical Society, Inc., was based on a complaint that the customer was told that in subscribing to a ten-year loose-leaf reference service in connection with a set of historical books he was to be given the books themselves. The government satisfied itself that the price asked for the extension service was sufficient to cover any reasonable price for the set of books, plus the service, and that fraud, therefore, was intended.

In the same order the firm was told to cease to use the word "Society," as it was not a Society in any proper sense of the word. The firm made no defense against the complaint and it is understood that it is ceasing to do business.

This decision helps to put the proper stigma on a practice which while it has had little to do with a library's purchases, has existed as an annoyance to librarians who have been well aware of the prac-

tice through their contacts with defrauded citizens. This decision follows one made six months ago in which another house was ordered to cease to use the words "Mount Holyoke" in connection with its set of books, as its business was in no way connected with that well-known Massachusetts college.

A generation ago, or even a few years ago, it would have been thought impossible for the government to interfere with questionable sales methods in this way; the general attitude of society was that of "Let the buyer beware." In spite of other evidences there has been some progress in the last decade in the ethical standards of business, and there is no more interesting example of this progress than the steps taken by the leaders of the subscription book industry, on their own initiative, to clean house, to the natural advantage of those who wanted to conduct that type of business on a fair basis.

Progress Of The Codes

THE LONG AND INVOLVED CODE FOR THE Graphic Arts Industries, approved on February 26, seems certain to have an effect on the cost of the production of books, as did the paper and textile codes, though not likely, it would seem, to have any appreciable effect on the list prices of new books, as even the slightest increase in prices might, so publishers have reason to believe, disadvantageously affect the possibility of reviving countrywide sales.

The N.R.A. has now finally turned its attention to publishers' codes. The textbook group had its separate hearing, with opposition from three publishers on the code's principles of fair trade practice. Seven other groups of publishers have had conferences with the administration on the need of a blanket code for publishing. The government has now drafted an outline for such a code and submitted it to these groups for consideration. These groups will consider this code separately and then jointly and make their reports to the administrator. Separate conferences at Washington for the divisional schedules for the seven different groups of publishers will then follow, and finally there will be a public hearing on the publishing codes as a whole, the date for which might be expected to be early in April.

Forthcoming Issues

Articles scheduled for the April 1 issue include: "Education for Leisure," by Clarence E. Sherman, Librarian of the Providence, R. I., Public Library; "Library Legislation 1932 and 1933: Summary and Trends," by Frank L. Tolman, Director of the Library Extension Division of the University of the State of New York; and "Public Library and Board of Education Cooperation," by Dr. Ben G. Graham, Superintendent of the Pittsburgh, Pa., Schools and Mary E. Foster, Head of the Schools Department, Carnegie Library, Pittsburgh, Pa.

The first of a series of three articles on book binding will begin in the April 1 issue. The first article will be entitled, "A Librarian Looks at the Re-Binding Budget," written by Margaret Winning.

Library Books Reviewed

Removal Of Sulphur Dioxide From Library Air¹

IT SEEMS from all appearances that E. Baur was the first to suspect and disclose the probability of a destructive action by atmospheric sulphur dioxide and sulphurous acid on paper in archives.² It is, however, only during the last few years that this form of pollution of the air has been made the subject of systematic research, after it became more and more evident that the presence of sulphur dioxide in the air constitutes a serious menace for the preservation of materials. A. E. Wells and W. C. Reynolds have conducted elaborate experiments, respectively in the United States and in England, aimed at a quantitative determination of the amount of sulphur dioxide in the air in different places. And Dr. G. van Iterson, professor at the university of Delft, states in his Report to the government on the preservation of books and manuscripts, that there is, in his opinion, no doubt, "that the reaction of acids, prevalent in the air, on papers in libraries and archives, primarily in those that are situated in localities in or near the centers of industry, constitutes a probable source of damage, and this action is especially dangerous, because its influence is by no means limited to the inferior kinds of paper. On the contrary, it is an established fact, that wood pulp papers show more resistance in this respect than papers made of the best fibres."

But the final and most decisive step in this matter was taken by A. E. Kimberly who published in 1932 a treatise on the *Deteriorative Effect of Sulphur Dioxide on Paper in an Atmosphere of Constant Humidity and Temperature*.³ The same author has now written, in cooperation with A. L. Emley, *A Study of the Removal of Sulphur Dioxide from Library Air*⁴ and by doing so, has distinguished himself not only by giving, in the first place, proof of the destructive influence of atmosphere sulphur dioxide on paper, but also by now devising a process by which it is possible to overcome this evil.

In the introduction to the study on the removal of sulphur dioxide from library air, Mr. Kimberly reiterates that "Experiments on the effect of low concentrations of sulphur dioxide on paper showed that papers exposed to an atmosphere containing sulphur dioxide in an amount varying from 2 to 9 parts sulphur dioxide per 1,000,000 parts of air for 10 days under-

went pronounced physical and chemical deterioration, manifested by large increases in brittleness and acidity." But of even greater importance is a statement from *A Study of the Deterioration of Book Papers in Libraries*, by the same authors, that "it was found that books stored in cities, where atmospheric pollution as high as 1.2 parts sulphur dioxide per 1,000,000 parts of air may be reached, were in a uniformly poorer state of preservation than similar books that had been stored in country or suburban localities where the air was relatively free from sulphur dioxide."

In the preceding paragraphs we have frequently mentioned the apparently omnipresent chemical compound "sulphur dioxide." Therefore, the question, what is sulphur dioxide, is quite appropriate. There exist two compounds of sulphur and oxygen, called sulphur oxides, namely sulphur dioxide, SO_2 , a gas, isolated for the first time by Priestley, in 1774, and sulphur trioxide, SO_3 , a white solid of crystalline form. Both oxides dissolve readily in water, and combining itself with it, the former gives sulphurous acid (H_2SO_3), and the latter, sulphuric acid (H_2SO_4). Sulphuric acid is much more active as an acid than sulphurous acid, and is, in this respect only subordinate to hydrochloric and nitric acid. On account of its chemical properties sulphurous acid is used in the industries as a bleaching agent for silk, wool, and straw, and for other materials which would be destroyed by chlorine bleaching. Its aqueous solution smells strongly of sulphur dioxide, and it is easily converted by the oxygen from the air into sulphuric acid. In this reaction lies a great danger, because sulphuric acid has a very corrosive action on all animal and vegetable matter: paper and cloth are charred and destroyed by it.

The efforts to preserve documents have been in the past of a decidedly haphazard fashion, in most instances it was a case of the survival of the fittest. And that past is not so long ago. Most gratifying is therefore the assistance given by the Carnegie Corporation to the National Research Council, which made it possible that investigations concerning the preservation of written and printed records could be conducted by Research Associates of this Council. The studies by Kimberly and Emley are the results of it. The keynote of their demonstration is struck in the following sentence: "As by far the largest number of valuable collections of books are stored in cities, it therefore seemed imperative that some means be found for eliminating sulphur dioxide from the air of libraries."

Previous experiences had made it evident that control of atmospheric

conditions was desirable for the preservation of books and documents, and air-conditioning systems had been installed in some libraries to maintain the conditions of temperature and humidity most favorable to the preservation of paper. But this alone proved not always to be sufficient. "The efficiency of an air-conditioning system of the conventional type—says Mr. Kimberly—with respect to the removal of acid gases was not known. It therefore seemed desirable to learn whether washing air in the customary manner removed sulphur dioxide; and, if not, how the air-conditioning procedure can be modified to provide air for libraries that is completely free from that harmful constituent."

Selecting a library with suitable air-conditioning machinery (the Folger Shakespeare Library, at Washington, D. C.) the cooperation was secured of the Carrier Engineering Corporation, manufacturers of air-conditioning machinery, and of the Metropolitan Refining Company, specialists in water treatment, and proofs were conducted over a period of six weeks. An apparatus with which it was possible to determine, under normal conditions, sulphur dioxide accurately to about 0.02 part per 1,000,000 parts of air was placed in the fan room of the library and usually 20 to 25 determinations were made daily. The experimenters worked under the assumption that the degree of alkalinity of the wash water of the air-conditioning system would be of influence on the amount of sulphur dioxide found in the air in the library. For this reason the alkalinity of the wash water was frequently determined, in order to find the relationship between the amount of sulphur dioxide in the washed air and the concentration of the wash water. The alkalinity of the wash water was increased by the addition of a mixture of chemicals, as sodium silicate, sodium hydroxide, sodium carbonate, sodium dichromate, and trisodium phosphate. The result of these experiments is summarized in the "Abstract" of the paper published by Kimberly and Emley, reading in part: "Tests made in the Folger Shakespeare Library, Washington, D. C., showed that . . . effective elimination [of sulphur dioxide] was obtained on washing the air with water that had been treated with alkaline material at a rate sufficient to maintain the hydrogen-ion concentration of the wash water within the range pH 8.5 to 9.0. The sulphur dioxide content of the washed air was found to be entirely dependent upon the hydrogen-ion concentration of the wash water. . . ."

(Hydrogen-ion concentration, which is a measure of the acidity or the alkalinity of any solution, is expressed by means of a scale running from pH 0.0 to pH 14.0. Hydrogen-ion con-

¹ Kimberly, Arthur and Emley, Adelaide L. *A Study of the Removal of Sulphur Dioxide from Library Air*. (U. S. Dept. of Commerce, Bureau of Standards, Misc. Publ. no. 142.) Washington, D. C., 1933.

² *Archivische Zeitschrift*, 1905.

³ U. S. Dept. of Commerce, Bureau of Standards, *Jour. Research*, Vol. 8.

centrations below pH 7.0 are said to be acid, those above pH 7.0 are said to be alkaline.)

The importance of the results of this research is unquestionable. Not all libraries may be in the situation to install apparatus for the elimination of sulphur dioxide from the air, but the injurious action of atmospheric acids on books and manuscripts and the possibility of their elimination should be brought to the attention of all that have an interest in the preservation of documents.

—DR. L. BENDIKSON

The School Library System of Los Angeles¹

THIS MANUAL of library practices and procedures prepared by the school librarians of Los Angeles, is one that any school system should be proud of. While it does not take up some administrative features that have puzzled librarians, a glance at the table of contents will show the wide field of a school library system as it actually exists in a large city where, from the evidence of this book, excellent library work must be done. Beginning with a chapter on the philosophy of the school library, it continues with a history of the development of school library service in Los Angeles, explains the set-up of the department of school libraries, and then proceeds to go into fine details in such subjects as architecture and planning of rooms, equipment and supplies, book selection and ordering, instruction in the use of the library, the qualifications and status of the librarians, and many other features not necessary to enumerate in this review.

The carefulness with which each point is covered in the above topics makes this a valuable book for any librarian, school administrator and school architect. While we may not agree with every policy advocated, we certainly will be stimulated in any attempt to differ with them. The writer was particularly interested in their methods of teaching library usage and found that they have two programs. In the one each class is instructed in a certain number of lessons with periods for them taken from various subjects in the regular curriculum. For example: in the senior high schools all instruction, except the lesson covering the introduction to the library which is given in the library by the librarian, takes place in the English classrooms and is done by the English teacher; in the junior high schools the instruction, with the exception of the introductory lessons, is given in the English, social science, and science classrooms by the teachers of those subjects. This will immediately raise the ques-

tion as to the fitness of teachers to give such detailed instruction as this course of study requires. It is difficult for a trained librarian to be convinced that any number of teachers can have the proper background of information about, and necessary familiarity with, such library tools, as for example, some of the special reference books, government publications, and classification system that would be required for teaching them. Perhaps the teachers come from training schools where they have received instruction in the use of library materials, or it may be the task of the librarians to prepare them for the work.

The second course is that for the library practice class where credit is given. Either two and a half or five credits may be awarded, depending on the amount of work covered. This teaching is done by the librarians. Since two forty-minute periods a day are required for the five credit course one is interested as to where the instruction takes place? The practice work, naturally, is done in the library room, but, if group instruction takes place, it may be supposed it also takes place in the library since the floor plans shown do not indicate library classrooms. But both group and individualized teaching must take a great deal of the librarian's time and, if the former is given in the library, is it then closed to other students? Naturally, a course given for credit must cover a considerable amount of territory to warrant it and again one may be permitted to question the practicality of teaching such specific library subjects to school students. There will be varying opinions about this much discussed subject.

The description of their different types of secondary school libraries, the schedule of sizes of their book collections which run up into ten, twelve, and even twenty thousand volumes, their evening, trade and summer school libraries, the service to elementary schools from a large central collection, all are most enlightening to read about. Two of the most interesting topics in the book are those in which the qualifications and status of the librarians are discussed and their professional organizations. In the latter the finest cooperative spirit is shown as well as professional influence where it is needed. The professional qualifications, rank, and work of the Los Angeles librarians are so satisfactory that one wonders why, in the recent survey of secondary school libraries, it was thought advisable to describe California libraries from statistics of a thesis of 1927 which states that of 280 high schools in that state only twenty had full-time librarians. Figures this far back are of doubtful value in a publication of 1933. And though the survey could not include all the high school libraries of California, later figures for the state

might have given us something of the gratified feeling left by the manual reviewed.

Librarians reading this handbook of library work will welcome the description it gives of library progress.

—MARGARET M. ROSS

Simple Library Cataloging¹

IN HER PREFACE to this second edition of *Simple Library Cataloging* Miss Akers says the book has a three-fold purpose: (1) To give to the librarian of the small public, school, college, or special library, who lacks professional education and experience under expert guidance, the necessary directions for classifying and cataloging a collection of printed material, in order that it may be made available; (2) To serve as a textbook for short elementary courses in cataloging; (3) To serve as collateral reading in the early stages of first year cataloging courses.

Suggestions resulting from six years' use of the original small volume have evolved if possible, an even more logical phrasing and arrangement, clear and concise explanations with up-to-date examples and new material. Authorities are given throughout the text and in footnotes, even to so recent ones as Sears' *List of Subject Headings*, 3rd edition, 1933, and Elva S. Smith's *Subject Headings for Children's Books*, also 1933. This book covers the question of cataloging very completely, starting with classification and the use of the Dewey Decimal system, through personal names, anonymous classics, organizations, sets and serials, to the rules for the final filing of the cards in the catalog. The use of Library of Congress cards and of a unit card is explained and discussed.

In discussing a mooted point, as author numbers, she gives authorities for and against; and all through the book wherever there is a discussion of a subject, it is summed up simply at the end, thus helping the user to whom the various authorities and their points of view are unknown, and who cannot understand why there is more than one right way.

For short courses, such as given in summer schools, institutes, etc., this book will prove invaluable. It is easier to use than any other manual, and is clear, logical and scholarly. Small libraries that start with it, and use it habitually, will find it a great help in planning the cataloging and keeping it simple, while following accepted procedure. The book has been planned largely with this use in mind. At the end is a list of "References on Cataloging, and Aids for the Librarian."

—EDITH H. JOHN

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—See also COLLEGE (King).

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—See also BIBLIOGRAPHY—SUBJECT LISTS (Bibliographies, Frederick Gaunt); BOOKS AND READING (Millar); FINANCE (Barrows); LIBRARIES—ASIATIC (Toryü).

SPECIAL LIBRARIES

—See CATALOGS (Berliner); HOSPITAL; LAW; MEDICAL; RELIGIOUS.

In The Library World

In The Field Of Bibliography¹

MANY, IF NOT ALL, of the projects which have appeared in this column are "labors of love,"—lists compiled, not on library time, but during leisure hours; for compilers are notoriously prodigal in their use of leisure, once they become absorbed in the work. As a variation, it would seem interesting to find how one, "in the business," so to speak, but with the enthusiasm of the avocationist, makes such work routine. M. Alice Matthews, Librarian of the Carnegie Endowment for International Peace, Washington, D. C., one of the present leaders in the "selected list" work gives, in response to a request, the following interesting description of her work—with thirty-six numbered and many unnumbered lists since 1928 to her credit—in the field of international law and international relations.

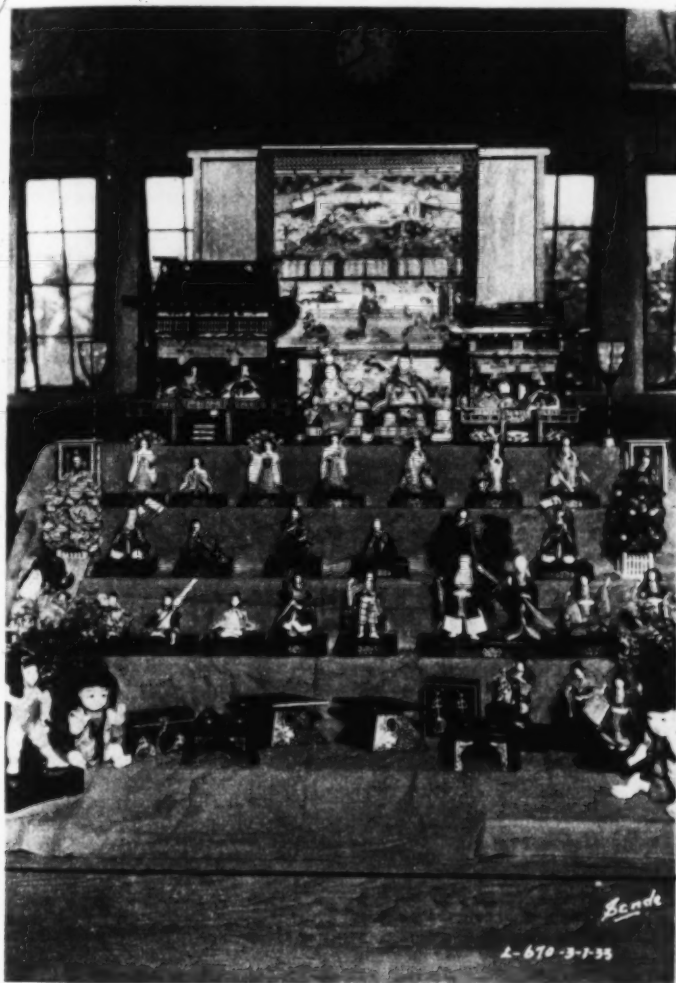
A good many of the subjects, she says, "have been argued by college debaters. We receive numerous requests for references and material for debates, and if the topic seems to be of public interest, and if time permits, I compile a list of references pro and con, which may be typewritten or mimeographed, according to the prospective demand. Occasionally a subject seems important enough to justify a printed edition. Such lists are usually more comprehensive, but they are always selected references, usually to English sources, and with a view to their availability in the average public or college library.

"Inquiries for information are often vague and too general to admit of satisfactory reply. For instance, we get requests for 'publications on peace,' or 'the peace movement,' or 'all the material you have on peace.' The subject 'peace' having so many aspects, makes a reference librarian feel rather helpless. I therefore compiled our List No. 27, *Peace Forces of Today*, to cover many phases of the subject, No 33, *Education for World Peace*, is also very comprehensive.

"The tools most useful in our field are (1) the subject cards in our card catalog, including thousands of analytical entries in books and periodicals on subjects of international interest, (2) *Readers' Guide to Periodical Literature* and *International Index to Periodical Literature*, (3) *Monthly List of Selected Articles in the League of Nations Library*, (4) *Bibliographical Bulletin of International Affairs*, (5) Current periodicals, not yet indexed.

"There is a constant demand for our reading lists, and the secretary's

¹ Note: The subject lists, formerly appearing in this column, will now be found in "Current Library Literature" under the heading, BIBLIOGRAPHY—SUBJECT LISTS.



Japanese Doll Festival In Hawaii

THIS DISPLAY of the Japanese Doll Festival, which is observed every year on the third of March, was loaned to the Kauai, Hawaii, Public Library by one of the little Japanese patrons.

Such displays are put up in the homes of the old-fashioned Japanese in observance of girls' day, and corresponds to the more popular boys' festival of May fifth. The dolls are gifts to the girls in the family and are handed down from mother to daughter through the generations.

The scene represents the court of the emperor and empress of Japan, with their ladies-in-waiting, famous warriors, musicians and entertainers,

and numerous symbolical figures representing fruitfulness, long life, modesty, chastity, and so on. The lower step shows a service set for the tea ceremonial. There is a great deal of symbolism and form attached to every article and figure in the display, and the whole festival has grown out of some remote myth about a beautiful princess who was drowned. Though many local families display their sets each year, very few of them seem to know anything about the story surrounding the festival; which shows how rapidly the present generation is growing away from the old customs which were such an important part of their life in Japan. The display afforded opportunity to advertise books on Japan as well as on dolls.

office is able to answer many requests for information simply by sending the appropriate list. Nearly 3,000 copies were distributed in 1932, and perhaps as many during the current year (1933). We keep a permanent mailing list of libraries which have asked that lists be sent them regularly.

"Special lists are made up from time to time. During the past two years brief reading lists, not in the numbered series, have been compiled on the following subjects: Revision of Peace Treaties; Balkan Confederation; Books on International Law and International Relations; Books on World Politics, Economic and Social Conditions; International Agencies for Peace; French Foreign Policy and Ministries; Economic Boycott; Consular Practice; Sovereignty over the Polar Regions; Intervention in the Papal States; War Debt Cancellation; Self-Defense in International Law; Nationalism and Internationalism; Individualism and the State; Manchuria and the Sino-Japanese Dispute; Customs Tariff Legislation; Some American Statesmen and World Peace.

"I have begun a new mimeographed series of Special Bibliographies, which will deal with some phase of international law, particularly the codification of international law. . . ." No. 1, *The International Commission of Jurists (Rio de Janeiro) and the Codification of International Law*, 8 p., appeared on May 23, and No. 2, *The American Institute of International Law and the Codification of International Law*, 17 p., on July 28, 1933.

Miss Matthews has prepared a list of topics which she has thus far treated, which she will be glad to send any one interested; and the lists themselves are free for the asking. Needless to say, she welcomes questions within the realm of purpose of the organization which she serves.

—Prepared by Karl Brown of
The New York Public Library

Russian Historical Archive In Prague

HISTORICAL MATERIALS pertaining to the period of the World War and the Russian Revolution have found their place not only on the shelves of existing libraries, but also have called forth the creation of several libraries where these materials are being accumulated and indexed in order to enable future historians, working on the lines of these subjects, to find needed information easily. Among these new libraries, there must be mentioned the Hoover War Library at Stanford University, Weltkriegsbücherei, Musée de la Guerre, and the Russian Historical Archive in Prague.

I think that there are few American librarians who are aware of the existence of the Russian Archive in Prague, although this institution in its field has real historical value. As is generally known, Czechoslovaks

considered Russia as an ally in the war and, afterwards, many White Russians sought refuge in this new republic. The Russian Historical Archive was founded in 1923 primarily as the Archive of the Russian Emigration. Later it was attached to the Ministry of Foreign Affairs of the Czechoslovak Republic and at the present time, under the name of "Russian Historical Archive Abroad at the Ministry of Foreign Affairs of the CSR" is ruled by special by-laws, sanctioned by the government of the Czechoslovak Republic.

The functions of the Archive are to collect, safekeep, and systematize the historical material relating to Russia in the World War, and during the Russian Revolution, and also to provide for the possibilities of scientific research. For these purposes the Archive: (1) Acquires or receives for preservation various historical materials and documents; (2) Indexes the archive materials and organizes scientific research; (3) Has established a special historical library and various special historical collections; (4) Publishes the collections of the material from the Archive; (5) Organizes scientific research and lectures; and (6) Collects information concerning the materials about the history of Russia.

The field covered by the Archive is really very interesting and, of its kind, unique outside of Russia. What makes this collection more valuable is that the type of material it collects is elusive and otherwise might be lost forever. The scope of the Archive, it is true, is rather limited (as is implied in the name of the institution) but if we take into consideration the general interest that humanity has displayed in the experiment which is being made on the territory of one-sixth of the globe, the limits of it will be infinitely extended. Manuscripts include those of an historical character, memoirs, archives of individuals and institutions, material on events preceding and including the World War, materials pertaining to the February revolution of 1917, the months of the Provisional government of Russia and the bolshevist *coup d'état*, and the period of the soviet régime.

The material on the years since the revolution is especially valuable, since Prague is one of the largest intellectual centers of the Russian emigration. The majority of the anti-bolshevist participants of the Civil War, 1918-1921, have settled in the Balkan States and in France; most of the archives of the governmental offices of the White Armies finally found refuge in these parts of Europe. All this made it possible for the Prague Archive to accumulate many documents and other source materials. It must be mentioned that the Archive also collects material pertaining to the Russian emigration in general and to the Russian national minorities. It is perhaps unnecessary to say that information is being collected not only in the Russian lan-

guage, but in the Western European languages as well.

The amount of material has rapidly increased during the last few years. At the beginning of 1933 there were in the Archive's files: 708 titles of manuscripts, 1,315,547 leaves of documents, 29,532 books and pamphlets, 65,449 numbers of periodicals, and 500,622 issues of various newspapers.¹

The documents represent the most essential part of the Archive, and the fundamental task is the collecting of these documents and the working out of a scheme of classification and description. As Mr. A. Iziumov, who is in charge of this division, says: "The Prague Archive is Archive *sui generis* and the methods of archives practice for the old archives are not always applicable here."

The documents are classed in eight main sections. These are: Section A, collections of photographs, drawings, caricatures, postal stamps, posters, collections of paper money, etc.; Section B, manuscripts of historic-descriptive character, memoirs, recollections, diaries, etc.; Section C, the archives of private individuals which, according to the wishes of the owner, cannot be distributed into other sections of the Archive; Sections D, E and F, collection of documents from the rebellion of Decembrists (1825) up to the February revolution of 1917; Section G, the largest section, covering the period of the Bolshevist October *coup d'état* and the Civil War in Russia; Section H, documents about the post-war Russian emigration throughout the world. There must also be mentioned the very important military documents dating from the time of the World War, which finally came into the possession of the Archive from the Staffs of the long Russian front-lines.

The recent writings of numerous Russian research workers are evidence of what this institution has contributed to the cause of Russian culture, and indicate that the painstaking efforts toward collecting this unique material has not been in vain.

—DIMITRY M. KRASSOVSKY,
Bibliographer of Slavic Collection,
Hoover War Library, Stanford
University

Phonograph Collection In Antioch College Library²

IN THE CLASS of 1928, a young man, keenly interested in music and wishing to encourage the appreciation of music at Antioch College, purchased a victrola at the approximate cost of \$245, and initiated the custom of Sunday afternoon musical concerts. These concerts were given under the friendly shade of campus trees or, if the weather was inclement, in one of the classrooms and a collection was taken

¹ Figures taken from *Russkaja Gazeta*, No. 95, June 18, 1933, New York.

² Compiled with the aid of the library staff.

up at the end of each concert to help pay for the victrola. The victrola was eventually paid for and, in the process, the class was so impressed by the earnestness of their fellow student that they determined to follow his example in some manner.

The opportunity presented itself when the Class of 1928 was considering the customary graduating class pledge. Their first idea was to use this fund for the purchase of a new victrola for the College. This plan, however, was discarded in favor of the suggestion that the fund should be used for the general encouragement of music at Antioch. A committee of faculty and students was appointed to use the money for this purpose. In the Spring of 1929 a considerable amount of the sum pledged was available. Part of the money was turned over to the Glee Club, another part went to the orchestra for the purchase of several new instruments, and still more of the fund was used for underwriting concerts which were given at the College.

That a portion of the fund should be allotted for the purchase of phonograph albums, which would circulate from the college library on the same basis as library books, was something of an innovation. So far as the writers have been able to determine, phonograph collections existed in other colleges, but the records were available only to students enrolled in music appreciation courses. Therefore, it was in a none too optimistic mood that the Committee approved the purchase of three or four albums. The following year the circulation increased so rapidly that the Committee felt justified in adding twenty-five more albums. Since that time the funds for purchasing new acquisitions have been reduced, but the circulation has increased steadily. It is not uncommon for four hundred albums to circulate a month. With a collection of approximately one hundred and twenty-five albums, this represents a monthly turnover of the entire collection three or four times. Beginning last year the Community Government appropriated \$50. to supplement the album fund, and continued the same contribution for the current year.

Selection of Records

The basic principles which governed the Committee in the selection of records were two-fold: to encourage music appreciation, and to help students build up their personal collections. They approved the purchase of albums rather than single records since students could more easily afford to purchase the latter themselves. Orchestral or chamber music was included rather than vocal or piano for the practical reason that the latter are not so well recorded and are easily worn down. More recently, however, vocal selections have been added.

So much for the limitations of the scope of the phonograph library. Within these limits and in the face

of a gradual decrease in income, it has been possible to assemble the works of more than forty-five composers. Early composers such as Bach, Haydn and Mozart are to be found with the more modern Sibelius and Stravinsky. An effort has been made to include music of different countries and types. Accordingly, an album of Spanish dances, songs of the Don Cossacks, Chopin's waltzes or a modern symphony by Carpenter range beside German and Italian opera. Symphonic music occupies the largest space in the collection. Beethoven (nine symphonies), Brahms, Schumann, Schubert and Tchaikowsky are most prominent. In addition to the symphonies are numerous piano and violin concertos. The collection contains no popular music except an album of Victor Herbert and a few Gilbert and Sullivan operettas which have been very useful in the preparation of the college productions of these operettas. A three-volume album of Scholes' *Columbia History of Music* has also been included. Finally, a back-log is kept of all records that are desirable for addition to the collection, and all new purchases are made from this "want list."

Cataloging and Classification

It is not our intention here to enter into the details of cataloging and classifying such a collection. This question has been satisfactorily dealt with by Ralph Ellsworth in a recent issue of *THE LIBRARY JOURNAL*.³ Suffice to say that the main entry is made under the composer's name, with cross-reference from the title of the work. Full notes on the main card give the act and scene, if the work is operatic, the name of the artist or orchestra and, if there are selections on both sides of the record, the composer and title of the selection on the reverse. No accession record is kept, but subject cards and shelf list records have proved useful.

Up until recently the collection has been classified and arranged according to the record or album number. Considering the work involved, this scheme has few advantages in a small collection. The record number arrangement has now been discarded and all albums are arranged alphabetically by composer under large subject groupings, such as OPERETTAS, VOCAL, SYMPHONIC, CHAMBER MUSIC and OPERAS. Each album is marked on the outside with white ink: Op. V. S., etc., to facilitate shelving when records are returned.

Albums are prepared for the shelves in much the same way as books. Regular book cards, containing such information as the name of the composer, title of the work, and number of records in the album are inserted in book pockets. A special and separate pocket is made to hold the explanatory folders which accompany each album.

³ Ellsworth, R. E. "Phonograph Records in the Library." *LIB. JOUR.* 58:529-31, June 15, 1933.

Circulation

When the collection was first begun, there were certain restrictions placed on the borrowing of records. A signed card of permission from the Chairman of the Committee had to be presented at the loan desk before records could be withdrawn. But in spite of administrative red tape, the popularity of the phonograph library increased to such an extent that it became necessary to simplify the rules.

Records are charged for three days and are not renewable. In order to meet the popular demand for records it has been found necessary to charge a fine of five cents per record for each day overdue. When records are returned, the loan desk attendant examines them carefully for scratches and breaks. Fifty cents is charged for scratches which impair the record, while breakages must be replaced.

As a general rule records are replaced after they have circulated one hundred times. They are tested for wear and turned over to the Book Store where they are marked down to about one-fourth of their original price, and then sold to students. This procedure encourages students to build up their own collections and permits a good selection at a very moderate price.

Housing the Record Collection

After considerable experimenting it was found that albums wear longer and are more accessible, if they are housed vertically in cabinets partitioned off by adjustable tin sheets. Since all measurements except the width of an album are standardized, the cabinet cases and tin partitions can be made at slight expense by the college carpenter. They should be made in units to provide for growth without impairing the appearance of the collection.

For the immediate future, the collection will probably continue along the same lines which have already been found so satisfactory. Not only has the collection proved a potent influence in developing music appreciation for the listener but also for the reader. To meet the growing demand for music literature, created or stimulated by the use of the phonograph collection, the library has added extensively to its biographies and books on music appreciation. In day-dreaming about a new library building, the librarian has planned to make the music library an important part of the leisure-time activity of the student. The records themselves will be housed in a large room with built-in cabinet cases around the wall. Adjoining this room will be two small sound proof rooms furnished with a victrola, a small table and two easy chairs. Smoking will be permitted in these two rooms. In this way, the phonograph library will contribute equally with the recreational reading room in the cultivation of a pleasurable and worth while form of recreation.

—G. R. LYLE and ROSE KRAUSKOPF

Book Club Selections

Book-of-the-Month Club

SEVEN GOTHIC TALES. By Isak Dinesen. *Smith & Haas.*

Catholic Book Club

THE VATICAN: Yesterday, Today and Tomorrow. By George Seldes. *Harper.*

Junior Literary Guild

POOR CECCO (Primary Group). By Margery Williams Bianco. *Double-day.*

WINTER HOLIDAY (Intermediate Group). By Arthur Ransome. *Lippincott.*

THE NAKED MOUNTAIN (Older Girls). By Elizabeth Knowlton. *Putnam's.*

POP WARNER'S BOOK FOR BOYS (Older Boys). By Glenn Warner. *McBride.*

Literary Guild

THE NEW DEALERS. By Unofficial Observer. *Simon and Schuster.*

Location Of Lincoln MSS. Wanted

THE McLELLAN Lincoln Collection at Brown University Library, Providence, R. I., recently has been supplementing its collection of over 650 manuscripts written by Lincoln, by keeping a file of the location of Lincoln manuscripts in other collections and also whenever possible by obtaining photostat copies of these others. The photostat file now comprises about 500 items, and perhaps half as many more have been located for which photostats are not available.

If any readers of THE LIBRARY JOURNAL can supply us with information as to the whereabouts of any Lincoln manuscripts, the favor will be appreciated, and owing to circumstances connected with the project, prompt notice will be doubly appreciated.

—ESTHER C. CUSHMAN,
Custodian, Lincoln Collection

Note Of Correction

THE HORLICK'S Malted Milk Corporation, Racine, Wisconsin, calls our attention to page 177 of the February 15 issue of THE LIBRARY JOURNAL where it is stated that their program is broadcast on Monday evenings. The broadcasts are given on Tuesday and Thursday evenings at the present time, but after April 1 will be given on Tuesday evening at 8:30 P.M. (Eastern Time) and on Sunday at 8:45 P.M. (Eastern Time).

Library Organizations

Cincinnati Junior Staff Association

NEWEST among the organizations within the Cincinnati, Ohio, Public Library is the Junior Staff Association, patterned along the lines of the A. L. A. Junior Members Round Table. Organization took place in November, following the Chicago conference, and permanent officers were installed at the January meeting. Miss Miriam Rothenberg of the catalog department is chairman, assisted by the secretary, Miss Meldred Morris, librarian at Cheviot Branch.

A unique arrangement of meeting schedule provides that each meeting be held on the day of the week, following the day of the preceding meeting. The first week of every month has been chosen as most convenient for these assemblies, and by varying the day of the meeting, all eligible members are enabled to attend more regularly.

The general program has been completed through the June meeting. The group expects to discuss such subjects as: "Professional Requirements for Younger Librarians"; "What's New in the Library World"; "Private Platforms for Public Librarians"; "National Libraries of Special Interest"; "A Criterion of Censorship"; "Training for Special Fields of Librarianship"; and "Training for Work in Scientific Libraries." Each program chairman has tried to make her plans as practical and interesting as possible.

Garden Club Book Meeting

THE KENT COUNTY Garden Club held an open book meeting at the Grand Rapids, Michigan, Public Library on February 2. This open book meeting was the second that the Garden Club has had at the Library, and it is now planned to make the occasion a yearly one.

At this time Mr. Samuel H. Ranck, librarian, discussed the books on landscape gardening and landscape architecture, purchased by the Richmond Fund, which have been added to the Library during the year. All of these books which could be found on the shelves were brought to the Lecture hall for inspection. A list had been made and a copy was furnished to each person. Mr. Ranck rapidly discussed each book, speaking of the contents and the reliability of the publisher and the price. He spoke especially of the books on town planning, saying that a club of this sort could be of great help to any city where planning now looms larger than ever before because of the traffic that has come with the automo-

bile. Then he recommended Robbins' *Cure it With a Garden* which he regarded as an especially good book for depression times, and Rhode's *The Story of the Garden* which includes a chapter by Mrs. Francis King of Michigan, and Stevens' "Climbing Roses" and "Garden Flowers in Color."

Miss Annie A. Pollard, second assistant, spoke of a few books on flower gardens, mentioning as some of the most important purchases of the year Beard's *Adventures in Dish Gardening*; McFarland's *The American Rose Annual*; McKinney's *Iris in the Little Garden*; Nichols' *Down the Garden Path*; Speller's *Garden Clubs*; Wilder's *The Fragrant Path*; Wister's *Lilac Culture*; and Wright's *Flowers for Cutting and Decoration*. She advised Bailey's *Plant Names*, whose lists would be helpful for correct pronunciation.

The Club members were invited to inspect a collection of Early Flower Prints which had been hung in the corridor of the Library. These prints, detached plates in many cases from old botanical magazines and books, which were received as a rotary exhibit from the American Federation of Arts in Washington, were imported from London by Gordon Dunthorne, and on account of their age and rarity were classified as original works of art. The most famous of the lot was a series of stipple engravings, engraved from the paintings of the famous French flower painter to the Empress Josephine, Pierre Joseph Redouté. All the prints were in lovely, vivid colors and the exhibit contributed to the impression that the garden club had gathered in a garden.

District Of Columbia Library Association

THE THIRD meeting of the D. C. L. A. for the winter was held January 23, 1934, in the Children's Room of the Public Library. Dr. Charles Moore, Chairman of the Commission on Fine Arts was the principal speaker. Miss Ethel A. Lacy, curator of Washingtoniana of the Public Library, described the Washingtoniana collection of the Public Library.

During the business meeting preceding the addresses, Mr. H. H. B. Meyer, chairman of the committee to study the status of the George Washington University Library School, submitted a preliminary report, during which he outlined the advantages of Washington as the location for a graduate school of library science. Mr. H. S. Parsons spoke of the Union list of newspapers which is being compiled by Winifred Gregory as editor, under the direction of a committee of the Bibliographical Society of America.

The Open Round Table

In Defense Of The School Library

THE DISCUSSION on the school library bids fair to be an interesting debate. This article can be no more than another protest against the inaccurate information given by Miss Clark and Miss Latimer in their article in the January 1 issue of THE LIBRARY JOURNAL.

The term "school library" as used by them is rather misleading since it implies all school libraries—elementary, junior and senior high—whereas the article is largely a protest against the elementary school library, which they fear will usurp the functions of the children's department of the public library.

If the Washington librarians had read carefully the 1933 *Yearbook of Elementary School Principals* to which they refer, they would have learned that the school library movement was not gone into "lightly" nor hastily, it having been first contemplated by the National Education Association in 1896. The high school library movement was definitely launched in 1915. The high school library has fully justified its place in the educational program—even Miss Clark and Miss Latimer concede that. The elementary school library was an outgrowth of the successful high school library program and is new as far as actual practice is concerned—too new to say that it is a "terrific" and "enormous" expense.

If the Washington librarians had read further in the *Yearbook* to which they refer, they would have learned that one of the objectives of the elementary school library is to ENCOURAGE THE USE OF THE PUBLIC LIBRARY. They speak of the "adolescent and adult self-consciousness on going into a new institution." If that institution be the library, it will not be new to said adult or adolescent, if he or she has had contact with a library in the school. It will be merely another library in which he or she will feel perfectly at home.

That the required numbers of volumes in a school library is attained by including text books and *Congressional Records* is an ancient idea. The standards for such libraries say definitely "Exclusive of text books and government documents."

"Books tied up in the school library" hinder the work of classes. How we wish we could tie them up sometimes!

"Cultural reading will be sacrificed . . . with the tragic result" that the child will not acquire a love for reading. Another objective of the school library—elementary or high—is to inculcate in the child a love for books and for reading. If that love

This Department is open for
discussion on all library affairs

for reading can be correlated with class work, is it any the less cultural?

Give children classroom libraries because they are not advanced enough or responsible enough to use the central library in the school! Are they any more capable of using the children's department of the public library where they can get less individual attention than in the school library?

The school library is dangerous to the child because provisions for reading may be abandoned in times of economic crisis! How about the public libraries that were forced to close during the present depression—the one the authors mention, for instance? Was that not abandoning the provisions for the child's reading unless there was a library in the school? There can be no assurance that the public library can weather a crisis any more than that the school can.

No one would regret the passing of the children's department of the public library more than I. I have worked in both—school libraries and children's departments of public libraries—and I am convinced that each has its work to do. I am also convinced that neither can function to its fullest extent without the co-operation of the other. There is no "basically different mood and outlook in the two professions"—teaching and librarianship. The whole objective of both is service to the child. If that service can be given best in the elementary school library, then let us have the elementary school library. If the desired goal is reached, what does it matter which does the work—the school or the public library? The best results can not be attained by either until this wall of jealousy that exists between schools and libraries is broken down. Neither can exist without the other. The school child of today is the adult reader of tomorrow. If more children can be reached through the school library, there will be more adult readers in the future.

That the elementary school library will displace the Schools Division of the children's department of the public library is quite possible unless some system of cooperation is worked out by which the schools and public libraries share the expense and responsibility of the school libraries. This, after all, is the most efficient and most economical method of administering a school library system.

—ETTA L. MATTHEWS,

Asst Professor of Library Science
Florida State College for
Women, Tallahassee

Library Service To Children

APPROPOS of the controversy as to who will give library service to the children, the schools or the public library, it seems to me important that a number of expressions of opinion from public libraries, that have developed successful cooperative plans with school departments for library service to the children of a community, be given. It is important because Miss Fargo, who is read widely and accepted by school administrators as an authority on this subject, has not made quite clear the position of the public library in the field.

I have read with some care many of the articles published by Miss Fargo and her handbook, *The Library in the School*. The latter is invaluable for children's librarians who are doing work with schools but her expressions of opinion, specifically in regard to administrative policies, are both dogmatic and positive and therefore likely to be accepted by readers who are not too familiar with the situation. My impression is that Miss Fargo advocates as an objective for all schools "unlimited type library service" administered by the school department. The danger here is that with two agencies doing similar work neither will get adequate support from the taxpayer since the money for both come from him.

Such a development of school library service can very easily prove to be unfair to public libraries that are already serving the children of the community and therefore I wish to voice a protest to the assumption by the schools of "unlimited type library service to children". Pittsburgh, Cleveland, Seattle, Knoxville and other cities have proved that a cooperative plan for library service to children both in and out of school is as efficient and much more economical to the taxpayer than would be a duplicate service set up within the school department. Cooperation also provides for the continuation of the use of the public library with its unique contribution to the book needs of the community. The value of its service to children is too generally recognized to need comment.

Why do not A.L.A. and N.E.A. jointly appoint a committee to examine this question and make recommendations based on such a study and possibly define the limits within which each department should work? The committee should consist of people who can speak from successful, not theoretical, experience in both fields and should investigate costs and efficiency.

Just by way of illustrating what can be done with very little money but with a very friendly spirit of co-

operation between school and library, I wish to cite the service given by the Carnegie Library of Atlanta to the elementary schools, the cost of such service and the results so far as they can be measured by the circulation of books. To date and starting from nothing in 1928 we have four elementary school libraries (in large schools); 104 classroom libraries in the fourth, fifth and sixth grades of twenty-two elementary schools. Eight lessons on the "Use of the Library" are given to all fifth and sixth grades. The lessons are given alternately in the public library and in the classroom by librarians and teachers. The cost of this service to the library is given below. The schools did not share in the item of cost. Had it been possible for the Board of Education to divert a similar sum from its fund for free textbooks (which by the way is three times as great as the library's total book fund) this service could have been extended to every school in the system. The cost over and above the ordinary budget of the library has been as follows:

PROFESSIONAL SERVICES

1. Half time of one trained assistant.
2. Part time of a trained cataloger.

BOOK AS FOLLOWS

1928	\$3,000	Circulation	49,618
1929	3,000	"	79,628
1930	2,000	"	74,185
1931	2,000	"	90,243
1932	500	"	105,933
1933	500	"	98,403

—MARY FRANCES COX,
Head, Boys and Girls Dept., Carnegie
Library, Atlanta, Ga.

High School Students Use Public Library

IN THEIR able defense of the school library which appeared in the February 1 *LIBRARY JOURNAL*¹ Miss Fargo and Miss Carpenter state the need for more statistical information concerning the question: Do school library users become public library users? In 1930 the Library of the Omaha Technical High School conducted a study which furnishes some data on this point.

An alphabetical list of all the graduates of the school from September, 1925, to June, 1929, was prepared and this list was checked with the records of borrowers' cards at the Omaha Public Library. Of the 2,014 names on the list of graduates, 1,262 or 62.6 per cent were found to be on the active list of borrowers of the public library. Since no effort was made to determine how many of these graduates had left Omaha or if any had died since graduation, the percentage

¹ Fargo, L. F. and Carpenter, H. S. "Economy or efficiency? Let the taxpayer decide." *LIB. JOUR.* 59:100-105. February 1, 1934.

using the public library should actually have been somewhat higher than the figure given here.

Since only about 25 per cent of the entire population of the city are registered borrowers of the public library, we feel that this showing made by our graduates is a good one and we believe this study furnishes some evidence that the school library habit does become the public library habit for a large per cent of high school students.

—MAY INGLES,
Librarian, Technical High School,
Omaha, Nebraska

National Library Planning

NATIONAL PLANNING, as discussed in the February issue of the *A. L. A. Bulletin*, certainly should give due consideration to plans for adequate library service to those in rural communities. Although, with the consolidated schools, with school busses going to all parts of the county, and with existing agricultural clubs and other agricultural organizations, avenues for giving effective library service in many such communities already exist. The chief problems are those of coordination and of providing the necessary funds.

The consideration of the needs of the industrial centers seems to me to be of equal importance. It is true that library service is already available in many of these districts, but is ineffective to the extent that its need is not felt by many of the potential users. In the spirit of service as conceived by Miss Countryman, I think we have an opportunity for much effective library missionary work. As it is not practical to require library attendance, we must reach the persons who need the service most, but who are not getting it. Indeed, are we not giving the cream of the service to persons more able to provide for their own needs and neglecting the more dependent individuals?

In planning library service for the future, I think we should make more use of the opportunities offered by the radio, both as a means of making known the program to the people and also as a means of extending specific services to them. I suggest that programs arranged by the A. L. A. staff and presented regularly at least once a month would be a most effective means of presenting the library program to the American public. The officers of the state associations could make use of the radio for the same cause. As an example of some of the uses made of the radio in extending library service, I would mention radio book clubs; instruction in the use of the library, both for classes and for individual listeners; and advertising the facilities of specific libraries to their patrons. It seems that library service, properly presented, should have sufficient popular appeal to per-

sue stations to broadcast such programs. Certainly, much could be done, thereby, to create demand for library service and to make it what it ought to be.

As already mentioned, in connection with service to rural communities, the chief problems seem to be those of financial needs and coordination. The federal government appropriates money to provide public highways. Why should it not do the same for public libraries? Again, schools do not depend entirely upon the local communities for their support. Why not have an equalization fund to help provide library service in the poorer communities of the state? These federal and state funds might be allotted to state, district, and county libraries. With this support and with such a system of libraries established, facilitated by cooperative purchasing, cataloging, binding, lending, etc., and coordinated with other special libraries and other social agencies, the national library program would be a reality.

—J. R. GULLEGE,
Loan Dept., University of Illinois Library

The "Forgotten Man" Of Library Science

IT IS now customary in various fields of life to look for the "forgotten man." I suggest the subject heading to represent such a man in library science.

Mr. Quinn, the English authority on cataloging, recently stated that the cataloging of books by subjects is "of more importance so far as the public use of the library is concerned, since the proportion of readers who consult the catalog in order to ascertain what books the library possesses upon any given subject is greater than that seeking books by a particular author."

Does our subject catalog adequately carry out its service in proportion to its importance and to the present-day demands on the library? Is it easy to consult? How often does it fail to show rapidly and directly what the library has on a certain subject? How many readers are disappointed with it?

Unfortunately we do not possess any objective material to answer these questions. A statistical survey studying the, so called, "subject approach" would be a priceless contribution to the problem.

No doubt, the demand on the subject catalog is heavy. We use it not only for the subject proper, but for other purposes, also. I refer to the numerous cases when we are looking for the author through the subject headings. This is particularly true when a corporate body is the author and we do not know its correct

¹ Quinn, J. H. and H. W. Acomb. *Manual of Cataloging and Indexing*. N. Y., Scribner's. 1933. p. 127.

entry. In this case the subject entry is practically the only help.

There are many cases in modern library practice when a material is handled by the subject entry only (at least, temporarily) without any further cataloging; for instance, vertical files—so important in reference work, in special libraries particularly.

As well as being the "most important branch of cataloging,"² the subject catalog is also the most difficult to compile. Certain subjects are very specific, yet do not have definite terms adequately expressing their meaning. On the other hand, there are terms which we use and know the meaning of, yet, which do not have a fixed and limited scope. And there are subjects which suggest different concepts (perceptions—in parlance of psychologists) depending upon different "points of view." The latter could be illustrated, to a certain extent, by the Scope case, to which there are four subject approaches: Evolution; Religion and science; Fundamentalists; Liberal Theology.³

In other words "any librarian . . . must have learned . . . that to define, specify, and relate the countless subjects and interests is the most complicated and difficult problem in the service of libraries."⁴

To handle this problem satisfactorily, it is necessary to have two fundamentally important conditions without which subject cataloging will never reach its right standing. The first is a system of work, which means a most carefully planned code of rules for compiling the subject catalog; this condition is *sine qua non*. The second one is a knowledge of subject, which means a sufficient background of catalogers. Numerous others are of a secondary significance. Let us talk here about the first only.

The first (and the last, so far) code was compiled by Charles Cutter and incorporated in his *Rules for a Dictionary Catalog*, sec. 161-188, published in 1876.⁵ Since that time there has never been any attempt to look the subject entry rules over, to revise and to bring them up-to-date.

No one could deny the significance of Cutter's *Rules*, but no one could say that they are sufficient for the present day cataloging. A period of sixty years means a great deal in library work, and for subject cataloging particularly, because the latter is the most sensitive tool of library machinery from point of view of time. Enough to say that the large library of 1876 had 200,000 books. It now has a million, or more.

² Bishop, W. W. *Practical Handbook of Modern Library Cataloging*. Baltimore, Williams, 1927. p. 8.

³ Ansteinsson, J. *The Subject Catalog in Germanic Countries*. In: *Catalogers' and Classifiers' Yearbook*, no. 3. 1932. p. 52.

⁴ Bliss, H. E. *Organization of Knowledge in Libraries*. . . . N. Y., Wilson, 1933. p. vii.

⁵ Cutter, C. A. *Rules for a Dictionary Catalog*. 4 ed.

As a matter of fact, a necessary development and adjustment of Cutter's *Rules* is going on in every catalog department. We may say that there are as many codes as there are chief-catalogers in the country. And the most peculiar feature of those codes and their countless variations is that they usually exist in the form of oral tradition—a *modus vivendi* which absolutely cannot be permitted in our work.

If it happens that we do not have a rule to cover a certain case (how often it does happen!), then we find refuge in one of two ever-helpful things: the "use your own judgment" rule, or the so-called "sixth sense." Both are the worst enemies of uniformity and of structural consistency in subject catalogs. They may be all right for an amateurish way of doing, but not for a professional technique dealing with the whole field of human knowledge.

Summarizing our brief analysis we can say that the situation in regard to the subject cataloging is uncontrolled, and the results must be bad. And they are, because "no two libraries are likely to agree on their entries for subjects which are not proper names."⁶

The only way out of this *laissez-faire* in subject cataloging is to provide us with definite rules. That is why we must give the strongest support to Mr. Hanson's suggestion to compile such rules and to incorporate them as a new chapter in our future revised code of cataloging.⁷

The omission of this chapter in the first edition of A.L.A. Code was a strategical error which is responsible in large part, if not entirely, for the subsequent failure of our subject catalog to secure rapid and direct consultation.

—CONSTANTIN VESSELOWSKY,
New York Public Library

The Responsibility Of Being Head Librarian

A HEAD LIBRARIAN'S responsibility is divided into three parts. He is responsible for the resources of the library which have come to include a great variety of materials—books, binding, magazines, supplies, equipment, maintenance of buildings, exchange publications, and a miscellany of small details. He is responsible to the clientele who expect to find in the library books and other printed matter for every occasion. Finally he is responsible to the staff. Up to the present, few head librarians have been found who have placed an equal emphasis on these three divisions of responsibility. When the librarian's attention has rested on the resources, the internal organiza-

tion has tended to be controlled automatically; when on the clientele, the internal organization has been bureaucratic; when the head librarian recognizes his responsibility to his staff, a more democratic internal organization is to be expected.

In the good old days of librarianship, bibliophiles were often chosen to administer libraries. In many instances these learned and erudite gentlemen had had no previous experience in handling employees or in meeting a public. Their interest and desires were intimately connected with the material on the library shelves. It was to be expected that such librarians would devote their time and energy to the formation of great collections. Interruptions on the part of public or staff were frowned upon and the chief order emanating from the head librarian's sanctum was "protect the books." This autocratic attitude persists today in many private libraries.

When the great public library movement swept over the country at the end of the last century and at the beginning of the present century, it was seen that a new type of librarian was necessary—administrators able to sell the library idea to the public. Communities were fortunate indeed to find their librarians both lovers of books and master salesmen. While the head librarian was building up a huge clientele and making many contacts with the public, which meant that the librarian would be away from his library a great part of the time, it was necessary to build up an organization that could function in his absence. The most simple form for this purpose was the departmental. But this type of organization would probably not have become so rigid and bureaucratic had the output of trained librarians kept pace with the rapid expansion and growth of libraries. It was not long before the supply of trained library assistants gave out. This scarcity of skilled technical workers caused energetic head librarians to disregard the spirit of the rules they laid down in an effort to carry on the various library services which were increasing and to abide by the letter of the rules which tended to harden and congeal the separate departments. Furthermore, head librarians gladly accepted all manner of labor saving devices, which helped to expedite the routine work, and many members of the staff more and more assumed the guise of automata thereby losing whatever initiative they had once possessed. It is probably true that in the beginning this bureaucratic organization functioned with greater precision and efficiency, but it was unfortunate that this organization became the model for all forms of libraries except the heavily endowed private ones.

It is to be hoped before many years have passed that every head librarian of importance will be a graduate of one of our library schools. Then each will attain his high position through merit, that is, a head librarian will be

⁶ Bishop, W. W. *Ibid.*, p. 117.

⁷ Hanson, J. C. M. *Revision of A.L.A. Catalog Rules*. In: *Catalogers' Yearbook*, *Ibid.*, p. 10.

compelled to walk up the ladder of librariodm becoming acquainted through actual experience with the various duties performed in several of the departments of our modern libraries. Only in this way is it possible for a head librarian to understand fully the problems that daily confront his staff. If the theory of librarianship mastered in library schools is different from the actual experience to be gained by practical work in a library, how different must be the guidance of a head librarian who has stepped into his position with only a vicarious understanding of the wheels within wheels which must move silently and with a minimum of friction provided a library is to function at all.

It is doubtful whether public and educational libraries ever needed an autocratic or bureaucratic form of organization, but that day has certainly disappeared now that many hundreds of trained librarians are unemployed. Machinery will continue to decrease the mechanical labor present in every library, but so long as leisure increases in the world, library assistants will have more important duties to perform than those that are merely mechanical. What these will consist of is largely a matter of conjecture, but it is certain that they will require initiative and imagination on the part of a library staff.

Constant routine will do more to deaden initiative and dull the fine edge of imagination than anything else in a library, hence it will be necessary for a head librarian to devote more attention to the types of work the individual members of his staff undertake. The chores librarians have devised for staff members to do when not busy with daily routine have seldom revealed insight or understanding. Furthermore, many of these lowly tasks have never received recognition of any sort. On the other hand when errors have been made a whole staff has often felt the head librarian's indignation, but hardly ever has the head librarian moved out of his dignified stride to thank anyone personally for a service well rendered.

Again, everyone connected with library affairs knows that assistants have always been underpaid and since the depression salaries of trained staff members have been constantly decreasing. Many head librarians have attempted to improve this unfortunate state of affairs, but have had practically no success. The chiefs of departments are the only members of a staff whose salaries are at all commensurate with the work performed, and in the largest libraries the number of chiefs is limited. In a library with a staff of one hundred, eight members may be adequately compensated. The remaining ninety-two will mark time *ad infinitum* and the head librarian of such an institution well knows that the possibility of any worthy member of this group to find a better position is nil. The head li-

brarian, if alert, keeps his fingers on the pulse of librariodm and hears of vacancies when they occur, but who ever heard of any head librarian deliberately and voluntarily finding better positions for members of his staff?

Finally, the question of seniority raises its aged head. In any institution founded upon democratic principles, there is a single basis for promotion, namely, merit. Autocracies and bureaucracies are guided by lines of seniority and as library organizations have been erected on these self same principles in the past; seniority in libraries will not be scrapped immediately. We may hope that the head librarians of the future will be sufficiently experienced in the details of their profession so that staff members content to pursue a single track will not be advanced despite their length of service and that the head librarians will be strong enough to push ahead those members of their staff who display the ability and courage to deal with library condition realistically. A library does not rest upon cut and dried principles, even if much of the material on the shelves has lost its virility, but a library is a live and powerful force in society whose strength depends upon the librarian's fearlessness to effect changes in personnel without tedious delays. When head librarians cease to preach that library employment is a labor of love and attempt practical reforms of a democratic nature in their own organizations, society will be inclined to support libraries more generously. We are living in an experimental age and the resourceful head librarian will be willing and glad to make changes in organization that will show his appreciation to those members of his staff who sense the importance of change and are not slaves to the dead hand of history.

—PHILIP O. KEENEY,

Librarian, State University of Montana.

The Newbery Medal Award

ONE OF the most thrilling moments in the Section of Library Work for Children, of the American Library Association, occurred thirteen years ago in Swampscott, Mass. Here, at the annual meeting of the American Library Association, the Children's Librarians were engaged in a serious discussion concerning reading for girls and boys in the home, in the library, and in the school.

Mr. Frederic G. Melcher, an interested member of the group, after listening for some time, suggested that something should be done to raise the standard of current books for children. To encourage this aim he offered a medal to be presented to the author of the finest contribution to children's literature of each year.

Mr. Melcher suggested that the

medal be named for John Newbery, in recognition of his services to the reading interests of children. The designer of the medal was René Paul Chambellan, a young American sculptor of note.

The only restriction upon the award is that its recipient must be an author who is a citizen or resident of the United States. It must be creative writing in the sense that reprints and compilations are not eligible.

At first the Newbery Medal book was chosen by the entire membership of the Children's Librarians Section. It was soon evident, however, that a less unwieldy method of choice must be devised, so in 1926, the decision was placed in the hands of a smaller group, comprising the Executive Committee of the Section, the Book Evaluation Committee, and three members elected by the Section.

More recently the Committee was enlarged to include fifteen members: the elected officers of the Section, the ex-Chairman, the Chairman of Standing Committees, the Book Evaluation Committee, and three members elected each year from the members present at the Conference. While the final decision rests with the Newbery Medal Committee, members of the Section may send in suggestions.

Now that the Newbery Medal Award has been presented twelve times we feel that the intentions of its originator have been happily realized. Certainly every book chosen for the award has been an outstanding contribution to children's literature.

Here in our own library we have been interested to observe, each year, the reception given the Newbery Medal book by our girls and boys. Far and away the most popular is *Dr. Dolittle*. We have worn out many copies and expect to wear out many more. We think that time will prove Hugh Lofting's book a children's classic in the sense that *Pinocchio* is, or *Alice in Wonderland*. A close second in the affections of the children, is Will James' *Smoky*. That too, will be read with great delight by every on-coming generation of girls and boys. *The Dark Frigate* is popular with boys who are interested in the sea and who appreciate excellent writing.

Some of the books such as *Hitty* and the *Trumpeter of Krakow* need some advertising, on the part of the Librarian, to achieve the popularity which they deserve. This is particularly true in the case of the *Trumpeter of Krakow* which presupposes a background the average child does not have.

We have been hoping for some time that a book would be written which would portray contemporary life for girls and boys in a significant manner, perhaps as Louisa Alcott did for her generation and which might deserve the Newbery Medal Award.

—MAY G. QUIGLEY,

Chief of Children's Department,
Grand Rapids, Michigan.
Public Library

Printed Material Available

A Variety Of Booklets, Pamphlets, Posters Available Free Or For A Small Charge

Government Ownership of Railways. A List of Publications 1930-1934. This list of reference supplements supplements Bulletin 49, Government Ownership of Railways—A List of Publications 1917-1929. Copies available on request. Library Bureau of Railway Economics, Washington, D. C.

Manchuria. The Problems in the Far East. By Elizabeth M. Lunskey and Asia Committee. The Catholic Association for International Peace, 1312 Massachusetts Avenue, N. W., Washington, D. C. Price 10¢.

Anonyms and Pseudonyms. By Adah V. Morris. Reprinted from the *Library Quarterly*, 111 (October, 1933), pp. 354-72. University of Chicago Press. Price 50¢.

Century of Progress Wonder Library. Twelve monographs of twelve pages each designed for boys and girls of ten to fourteen. A graphic presentation on the following subjects: Airplanes; Communication; The Earth; Our Bodies; Numbers; Planets; Railroads; Sound; Light; Magnets; Story of the Mayas; North American Indians. Colortext Publications, 8 South Michigan Ave., Chicago, Ill. Price 15¢ each. \$1.50 per set.

Indian Design Series. Denver Art Museum, 1300 Logan Street, Denver, Colorado. A series of master plates showing representative designs of all types of Indian art. To make these designs available to educators, librarians and other interested persons, the Museum has begun the printing of accurate reproductions of these master plates. Twenty-four plates are now ready, of which four are Sioux headwork design elements; four Pomo basketry designs; and the remainder Pueblo pottery designs, eight of which are in color. The present group of twenty-four sell for 05¢ each, or \$1.00 for the lot.

James P. Warburg. 40 Wall Street, New York, N. Y. The following booklets by J. P. Warburg will be sent free of charge to librarians upon request: "Reply to Senator Elmer Thomas and Professor Irving Fisher"; "Copy of Letter Sent to Senator W. E. Borah"; "Second Open Letter to Senator W. E. Borah"; "Address Delivered Before the Economic Club"; "Open Letter to Rev. Charles E. Coughlin"; "Reply to Rev. Charles E. Coughlin"; "The Monetary Problem, Statement Made to The Committee on Coinage, Weights and Measures of the House of Representatives"; and "Remarks on the 'Gold Bill', Statement Before Senate Committee on Banking and Currency."

Send Request for free material to the Editor of *The Library Journal*. Your request will be forwarded promptly and the desired material sent directly to you. Booklets, pamphlets or posters requiring remittance should be requested direct from the advertisers. If extra copies of any material are desired, please write the advertiser direct.

Dennison Manufacturing Co. Framingham, Mass. A copy of the Dennison catalog, "Dennison Goods for Home, Office and School Use," will be sent free of charge to librarians on request.

Consumers' Guide. Issued by the Consumers' Counsel of the Agricultural Adjustment Administration, in cooperation with the Bureau of Agricultural Economics, Bureau of Home Economics, Bureau of Labor Statistics, Washington, D. C. A bi-weekly bulletin to aid consumers in understanding changes in prices and costs of food and farm commodities and in making wise, economical purchases. Free of charge to librarians upon request.

How America Lives. By Harry W. Laidler. A concise handbook of facts which describes among other things wages, unemployment, industrial accidents, child labor, and the distribution of wealth and income. 64 pp. Price 15¢ each. League for Industrial Democracy, 112 E. 19 Street, New York, N. Y.

Alcoa Aluminum And Its Alloys. A booklet which presents in concise form some of the fundamental information concerning the alloys which are produced by the Aluminum Company of America, Pittsburgh, Pa. Sent free of charge on request.

Karl Marx. By Harold J. Laski. Essay published on fiftieth anniversary of Marx's death. Price 25 cents. League for Industrial Democracy, 112 E. 19 Street, New York, N. Y.

Why I Am A Socialist. By Norman Thomas. Mr. Thomas' Leaflet of several years ago brought up-to-date. Price 5 cents. League for Industrial Democracy, 112 E. 19 Street, New York, N. Y.

Hints on Feeding Cats. Spratt's Patent Limited, Newark, N. J. Price 15¢.

Indian Leaflet Series. Denver Art Museum, 1300 Logan Street, Denver, Colorado. This series is prepared to supply accurate, non-technical, but extremely compact information about the American Indian. Each leaflet has four or eight pages. Price 10¢ each for single leaflets, four pages; 15¢ each for double leaflets, eight pages. The following leaflets are now available: Northwest Coast Indians; Plains Indian Hide Dressing and Bead Sewing Techniques; Navaho Spinning, Dyeing and Weaving; Pueblo Indian Clothing; Pima Indian Close Coiled Basketry; Pueblo Indian Pottery Making; Buffalo and the Indian; Pueblo Indian Foods; Southwestern Indian Dwellings; Ute Indians; Periods of Pueblo Culture and History; Iroquois Long House; Hopi Indians; Pueblo Golden Age; Navaho Silversmithing; Apache Indians; Hopi Indian Basketry; Hopi Indian Weaving; Plains Indian Tipi; Plains Indian Earth Lodge; Navaho Indians; American Indian Tobacco—Varieties, Cultivation and Methods of Use; Plains Indian Tribes—Location, Population and Culture; Plains Indian Clothing; Menominee Indians; Iroquois Foods; New England Tribes—Names and Locations; Indian Musical and Noise Making Instruments; Pueblo Shell Beads and Inlay—Manufacture and Uses; Iroquoian and Algonkin Wampum—Manufacture and Uses; Puget Sound Indians—Names, Locations and Cultures; Havasupai Indians; Puget Sound Indian Houses; Santa Clara and San Juan Pottery; Chippewa or Ojibwa Indians; Blackfoot Indians; New England Indian Houses, Forts and Villages; Wichita, Waco, Towakoni and Kichai Indians; Sioux or Dakota Indians—Divisions, History and Numbers; Grass House of the Wichita and Caddo; Indian Sand Painting—Tribes, Techniques and Uses; Modern Pueblo Indian Villages; Hopi Indian Pottery; Klamath Indians; Long Island Tribes; Long Island Indian Culture; Indian Linguistic Stocks or Families; Modern Pueblo Pottery Types; Southwestern Indian Tribes—Names, Locations and Population; Colors in Indian Art—Their Sources and Uses; Virginia Indian Tribes of the 17th Century; Indian Basketry—Types, Techniques and Distribution; Indian Cloth-making.

Municipal Housing. By Helen L. Alfred. Takes up the problem of providing decent working class dwellings. 36 pp. Price 10¢ per copy. League for Industrial Democracy, 112 E. 19 Street, New York, N. Y.

Among Librarians

Necrology

HARLAN HOGE BALLARD, author and for forty-six years librarian of the Berkshire Athenaeum, died on February 18. He was in his 81st year. He organized the National Agassiz Association for Nature Study in 1875 and saw it grow to an organization with 1,000 branches. He was formerly president of the Massachusetts Library Association.

ON JANUARY 3, death claimed one of Enid, Oklahoma's best known and best loved citizens, Mrs. O. J. Fleming. With her husband, the late O. J. Fleming, she had come to Enid from Kansas at the opening of the Cherokee Strip more than forty years ago. Mrs. Fleming was a Charter member of the Carnegie Library Board, having been appointed in 1910 and had served continuously since that time. She was also a charter member of the Enid Study Club who sponsored the organization of the Enid Library. The Library and the Y. W. C. A. were her chief interests in life and she gave generously of her time to their upbuilding.

To Mrs. Mary C. Lee (now 96 years of age), to Mrs. Fleming and the late George F. Southard, the Enid library is a monument. It owes its very existence to them for without their valiant efforts and their influence, there would have been no library in Enid.

—MABEL B. MCCLURE

CHARLES BURLEIGH GALBREATH, historian and editor, died February 23 of pneumonia. He was Ohio State Librarian for twenty years (1896-1911, 1915, 1918 and temporarily in 1927) and since 1920 had been secretary of the Ohio State Archaeological and Historical Society and editor of its publications.

Appointments

NAN M. ALLAN, Drexel '33, is librarian of Lakeland High School, Lakeland, Fla.

MARIANNA ANDRES, Western Reserve '33, is employed in the Circulation Department of the Evansville, Ind., Public Library.

RUTH ANNE BARMONT, Drexel '32, has been appointed teacher-librarian at Pennsylvania Soldiers' Orphans School, Scotland, Pa.

ELIZABETH S. BICKETT, Drexel '32, is cataloger in the Green County District Library, Xenia, Ohio.

MARGARET F. BORTON, Drexel '33, has been appointed school librarian in the Mt. Holly Public School, Mt. Holly, N. J.

RUTH BURGER, Western Reserve '33, is first assistant in the Roosevelt Junior High School Library, Cleveland Heights, Ohio.

MARTHA CREWS, Western Reserve '33, is a teacher-librarian in the Rocky River High School, Rocky River, Ohio.

JEAN CROWELL, Western Reserve '32, is an assistant in the South High School Library, Cleveland, Ohio.

DOROTHY DUDLEY was appointed librarian at the Santa Maria, Cal., Public Library the first of the year. She succeeds Miss Minnie Stears who served in that capacity for many years.

MINNIE B. DUNCAN, Illinois '33, has recently been appointed librarian of the Eastern State College of Colorado, Gunnison, Colo.

EMILUISE GERHARD has been granted leave of absence from the DePauw University Library this semester to complete study for a first degree in library science at the University of Illinois. During her absence Dorothy E. Simons, Michigan '33, is acting as a general assistant.

MARGARET GILMORE, for twenty-five years assistant librarian of the DePauw University Library, Greencastle, Ind., retired on January 1, because of ill health.

DOROTHY HILL, Illinois '33, has recently accepted an appointment for a part time position in the Catalog Department of the University of Illinois Library.

CARL W. HINTZ, Michigan '33, was appointed assistant in charge of circulation at the DePauw University Library, Greencastle, Ind., beginning in September, 1933.

EDITH M. HULL, Drexel '33, is librarian of the Harlan Junior High School Library, Wilmington, Del.

MARJORIE SECKEL LUCAS, Western Reserve '32, is an assistant in the Children's Department of the Cleveland, Ohio, Public Library.

H. ELIZABETH MARTENIS, Drexel '31, has been appointed senior assistant in the Business and Technology Department of the San Diego, Cal., Public Library.

BEULAH MAY, Western Reserve '31, is an assistant in the Oberlin College Library, Oberlin, Ohio.

HELEN F. MORSS, formerly a teacher and librarian at North Union High School, Uniontown, Pa., was appointed librarian in the Carnegie Public and High School Libraries at Midland, Pa., beginning October 1, 1933. Miss Morss succeeded Miss Leah Anne Keller who resigned to be married.

L. MARION MOSHIER, Columbia '31, who has been librarian of the Ilion, N. Y., Public Library, is now assistant supervisor for public libraries in the Library Extension Division, State Education Department, Albany, N. Y.

OLIVE MUNSON, Pratt '33, has been appointed to the staff of the Brooklyn, N. Y., Public Library.

JUNE NIGHTINGALE, Western Reserve '32, has been an assistant in the Station's Department of the Cleveland, Ohio, Public Library, since November 1, 1933.

MARION NOBLE, Illinois '32, has accepted a position as teacher-librarian of the Fairfield High School at Columbiana, Ohio.

ROBERTA J. O'HEAR, Pratt '33, who returned to the Circulation Department of the Charleston, S. C., Public Library, has been made chief of the Reference Department of the same Library.

Calendar Of Events

March 16-17—New Jersey Library Association and Pennsylvania Library Club, joint meeting at Haddon Hall, Atlantic City, N. J.

March 16-17—New Jersey School Library Association, joint meeting with New Jersey Library Association and Pennsylvania Library Club at Haddon Hall, Atlantic City, N. J.

April 8—United Staff Association of the Public Libraries of New York City, fifth dinner at the Hotel Commodore, New York, N. Y.

April 12-13—Florida Library Association, annual meeting at Lake Placid Club, Florida.

April 20-21—South Carolina Library Association, annual meeting in Summerville, S. C.

April 26-28—Oklahoma Library Association, annual meeting in Ponca City, Okla.

May 5—New Jersey School Library Association, one day meeting at Agnora, Jamison Campus, New Jersey College for Women, New Brunswick, N. J.

May 17—Connecticut Library Association, spring meeting at Teachers' College of Connecticut, New Britain, Conn.

June 19-23—Special Libraries Association, annual meeting at Hotel Roosevelt, New York, N. Y.

June 25-30—American Library Association, annual meeting at Montreal, Canada.

August 30-September 1—Minnesota Library Association, annual meeting at Glenwood, Minn.

September 10-11—Wyoming Library Association, annual meeting in Laramie, Wyo.

September 17-22—New York Library Association, annual meeting at Lake Placid Club, Lake Placid, N. Y.

October 10-12—Wisconsin Library Association, annual meeting at New Pfister Hotel, Milwaukee, Wis.

Advance Book Information

Including Books To Be Published Between April 15 And April 30, Based On Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts
Bi: Biography
Bu: Business

Dr: Drama
Ec: Economics
Hi: History

Mu: Music
Po: Poetry
Re: Religion

Sc: Science
Sp: Sports
Tr: Travel

Non-Fiction

Achorn, Eric **Hi**
EUROPEAN CIVILIZATION AND POLITICS SINCE 1815

A comprehensive and many-sided survey of the events and institutions of the past century. Illustrated. Market: Readers and students of history and politics. Harcourt, \$5 (?). (4/26/34)

Aldington, Richard **Po**
COMPLETE POEMS: 1915-33

Includes all of the titles in the former edition of *Collected Poems*, together with *The Eaten Heart*, which has never been published in America, and ten new poems hitherto unpublished in book form. The introduction is a commentary on the art of poetry. Market: All poetry lovers. Aldington admirers, libraries. Doubleday, \$2.50. (4/18/34)

Andrews, Charles M. **Hi**
THE COLONIAL PERIOD OF AMERICAN HISTORY

A study of the colonial period of our history, approached from the English end, from the land from which the colonists came and of which they were always legally a part. Market: Historians, students, libraries. Yale, \$4. (4/34)

Baron, Walter
DEVIL-BROTHER

The story, by a boy of sixteen, as he recorded it in his diary, of an expedition into the interior of the Amazonian jungle. Walter Baron was the only survivor of the expedition of eighteen men. Illustrated. Market: Adventure fans, travel and exploration readers. Minton, Balch, \$3. (4/27/34)

Bodin, Walter and Herschey, Burnet
IT'S A SMALL WORLD: ALL ABOUT MIDGETS

All about midgets—their history, love-life, psychology and physiology. Accounts are given of the lives of some famous midgets and of the humorous and tragic difficulties of their adjustment to an oversized world. Illustrated. Coward-McCann, \$3. (4/34)

Breckinridge, Sophonisba P.
SOCIAL WORK AND THE COURTS: SELECT DOCUMENTS

Judicial organization as it affects the social worker. A college text and a reference volume for the practicing social worker. Univ. of Chic., \$3.50. (4/10/34)

Browne, Lewis
HOW ODD OF GOD: AN INTRODUCTION TO THE JEWS

An objective account of what the Jews are today, and how they became what they are.

The author discusses the Jews from the point of view of religion, race, nationality, culture, economics, and psychology. Macmillan, \$2.50 (?). (4/34)

Cole, G. D. H.
WHAT MARX REALLY MEANT

An exposition of Marxism in twentieth century terms. Market: Those interested in doctrines of Karl Marx, libraries. Knopf, \$2. (4/9/34)

COLLEGE WOMEN AND THE SOCIAL SCIENCES

A symposium of essays by Vassar College graduates, former students of Herbert Elmer Mills, which constitute a striking survey of what women are doing today in the world of affairs. John Day, \$2.50. (4/26/34)

Cowley, Malcolm
EXILE'S RETURN: A NARRATIVE OF IDEAS

Traces the history of "the lost generation" of American writers: Hemingway, Fitzgerald, Dos Passos, Cummings, Josephson, Crane, Wilson; defining their ideas and their reactions to changing opinion. The author is the Literary Editor of *The New Republic*. Market: Those interested in modern literary trends, libraries. Norton, \$2.75. (4/26/34)

Curtis, Captain Paul A. **Sp**
GUNS AND GUNNING

A detailed description of all types of guns and their ammunitions, for sportsmen, hunters and target shots. Full particulars on the etiquette of the field. Photographs, colored frontispiece. Penn, \$5. (4/20/34)

Debevoise, Neilson C.
PARTHIAN POTTERY FROM SELEUCIA ON THE TIGRIS

A study of the pottery remains from the Parthian period which were found in the University of Michigan excavations at Tel Umar, Iraq. Illustrated. Market: Those interested in ancient pottery, archaeology, etc. Univ. of Mich., \$3. (4/34)

De Haas, Jacob **Hi**
HISTORY OF PALESTINE FROM 55 B.C. TO 1922

A scholarly and authoritative history of Palestine. Macmillan, \$3.50 (?). (4/34)

Fenichel, Otto
OUTLINE OF CLINICAL PSYCHOANALYSIS

A systematic outline of psychoanalysis from the clinical point of view. Market: Those interested in psychiatry, psychoanalysis, doctors. Norton, \$5. (4/26/34)

Field, Rachel **Bi**
GOD'S POCKET

The colorful story of the career of Samuel Hadlock, showman extraordinary, who was born in Maine at the end of the eighteenth century. With his show, he toured the Continent and met with phenomenal success. Based on Hadlock's diary. Illustrated. Macmillan, \$2 (?). (4/34)

Firkins, Oscar W.
LETTERS

Hundreds of personal letters of the late Oscar W. Firkins, Professor of Comparative Literature at the University of Minnesota. Also included are a memoir by Richard Burton, an essay on Firkins the teacher, selections from his notebooks and a complete bibliography of his works. Frontispiece. Univ. of Minn., \$2.50. (4/30/34)

Fletcher, Jefferson Bulter
LITERATURE OF THE ITALIAN RENAISSANCE

A study of Italian literature, its great figures, movements and influence, from the fourteenth through the sixteenth centuries, by a Professor of Comparative Literature at Columbia University. Macmillan, \$3 (?). (4/34)

Fradkin, Elvira K.
MENACE IN THE AIR

A picture of what chemical and air warfare really is. The author outlines the development and methods of chemical warfare and the progress of scientific research in that field. Market: All people interested in disarmament and the next war. Macmillan, \$3 (?). (4/34)

Gregory, Horace **Po**
PHOENIX IN BROADCLOTH

A long narrative poem by the author of *Chelsea Rooming House* and *No Retreat*. Market: Readers of contemporary poetry, libraries. Covici, Friede, \$2. (4/30/34)

Grenfell, Sir Wilfred **Tr**
THE ROMANCE OF LABRADOR

A history of Labrador, a description of its life and beauties, and an estimate of its present importance and future possibilities. The author is famous for his long years of work in Labrador as missionary and physician. Illustrated. Macmillan, \$3.50 (?). (4/34)

Guedalla, Philip **Hi**
THE HUNDRED DAYS

An addition to the Great Occasions Series. A history of Napoleon's Hundred Days. Illustrated. Putnam, \$1.50. (4/27/34)

Harker, Alfred
METAMORPHISM

A study of the transformations of rock masses. Illustrated. Dutton, \$5.90. (4/16/34)

Hedin, Sven
A CONQUEST OF TIBET

An account of the perilous ventures and exciting experiences of the Swedish explorer and his scientist-companions in the strange and forbidden country of Tibet. Illustrated. Translated from the Swedish by Dr. Julius Lincoln. Author of *Across the Gobi Desert*. Market: Travel and adventure readers, libraries. Dutton, \$5. (4/30/34)

Hughes, Philip Re
HISTORY OF THE CHURCH: VOL. 1

This, the first volume of three, covers the history of the Catholic Church up to the time of the Greek Schism. Market: Catholics interested in the Church's history. Sheed & Ward, \$3.50. (4/5/34)

Ivey, Paul W. Bu
GETTING RESULTS IN SELLING

Practical advice on successful salesmanship. The author is Professor of Merchandising in the University of Southern California. Macmillan, \$2.50 (?). (4/34)

James, Ben Tr
THE SECRET KINGDOM

A vivid account of the author's journey into dangerous and fascinating Afghanistan. Illustrated with photographs. Market: Travel and adventure readers. Reynal & Hitchcock, \$3. (4/27/34)

Kaplan, Mordecai M.
JUDAISM AS A CIVILIZATION

A critique of the present formulations of Judaism, with constructive proposals for a democratic nationalism which will permit the interaction of Jewish civilization with the non-Jewish environment. Macmillan, \$5 (?). (4/34)

Knickerbocker, H. R.
THE BOILING POINT: WILL WAR COME IN EUROPE?

Up-to-the-minute current information on international affairs and the chance for peace. The author, who won the Pulitzer Prize for reporting, is now gathering news for this book from all important European centers. Market: All wide-awake people interested in world affairs and peace. Farrar & Rinehart, \$2. (4/12/34)

Lagerlöf, Selma Bi
MEMORIES OF MY CHILDHOOD: FURTHER ADVENTURES AT MARBACKA

Continuing her life story, begun in *Marbacka*, Miss Lagerlöf begins with the return of the ten-year-old Selma from Stockholm, with city airs and a Stockholm accent. Translated by Velma Swanston Howard. Market: Lagerlöf public, readers of *Marbacka*, biography lovers, libraries. Doubleday, \$2.50. (4/18/34)

Lattimore, Owen
THE MONGOLS OF MANCHURIA

A discussion of the importance, in any international conflict, of the Mongols who inhabit the buffer province of the buffer state of Manchuria. Maps. Author of *Manchuria: Cradle of Conflict*. Market: Those interested in China and in the possibility of Russian-Japanese war. John Day, \$2.50. (4/26/34)

Lederer, N. L.
THE CARE AND FEEDING OF TROPICAL FISH

Illustrated. Knopf, \$2.50. (4/16/34)

Lockhart, R. H. Bruce Bi
RETREAT FROM GLORY

The author of *British Agent* writes of his adventures following his return to London after his exciting experiences in Russia. Market: The many readers of *British Agent*. Putnam, \$3. (4/20/34)

Marsh, Richard O.
WHITE INDIANS OF DARIEN

An account of the amazing discoveries of the expedition which the author headed into the little known region of Darien in Panama. Illustrated. Market: A man's book, those interested in exploration, travel and adventure. Putnam, \$3. (4/27/34)

Mencken, H. L.
TREATISE ON RIGHT AND WRONG

A study of the ethical ideas of all peoples in all times. Market: Mencken admirers, students of philosophy and ethics, libraries. Knopf, \$3. (4/9/34)

Mulford, Montgomery
STORY TELLING STAMPS

A book for amateur stamp collectors which tells of the history and pictorial significance of remarkable stamps throughout the world. Illustrated. Sears, \$2. (4/16/34)

Mumford, Lewis
TECHNICS AND CIVILIZATION

A history of the Machine and a critical study of its effects upon civilization, with a plan for a fresh social, political and ideological adjustment to the modern world. Author of *Sticks and Stones*, etc. Market: Those interested in present day culture, libraries. Harcourt, \$3.50 (?). (4/19/34)

New York Times Index, The

A key to the files of *The New York Times*, indicating by date, page and columns the news items and articles published during the year. Cross-references and brief digests. The only news index published. Market: Public and school libraries, banks, insurance companies, institutions, and societies, corporations, lawyers, newspapers and magazines, publicists and students. New York Times Company, \$26, annual cumulative edition, printed on imperishable rag paper, bound in buckram; monthly supplements, paper bound, \$12 a year. (4/34)

Noyes, Alfred Re
THE UNKNOWN GOD

The famous English poet gives an analysis of the leading agnostic thinkers from Voltaire to the present and an account of the movement of his own mind in religion. Market: All people interested in religion. Sheed & Ward, \$2.50. (4/34)

Palmer, John Bi
BEN JONSON

A well-rounded biography of Ben Jonson, one of the chief contributors to English culture. Illustrated. Author of *Molière*, etc. Market: Students of English literature, libraries. Viking, \$3.50. (4/23/34)

Pope, Amy Elizabeth
THE ART AND PRINCIPLES OF NURSING

A completely revised edition of *Practical Nursing*. Putnam, \$3. (4/27/34)

Powell, Colonel Alexander
THE LONG ROLL ON THE RHINE

An impartial, dispassionate discussion of the present situation in Germany—of Hitlerism, of the possibility of war, of armament activities, of pro-German and anti-German propaganda, etc. Market: All readers interested in world affairs, libraries. Macmillan, \$2.50 (?). (4/34)

Roosevelt, Franklin D.
ON OUR WAY

The President's own interpretation of the first year of his administration. It surveys the concrete accomplishments and explains future aims and policies. Market: Every citizen, libraries. John Day, \$2.50. (4/12/34)

Rubinow, I. M.
THE QUEST FOR SECURITY

A social worker and expert in the field of social insurance gives the results of thirty years of thinking and striving for social insurance. Holt, \$4. (4/26/34)

Sabatini, Rafael Bi
HEROIC LIVES

A famous writer of historical romances turns from fiction to fact in these biographical sketches of six heroic figures, Richard the Lion-Hearted, Saint Francis of Assisi, Joan of Arc, Sir Walter Raleigh, Vice-Admiral Lord Nelson and Florence Nightingale. Market: Biography lovers, Sabatini fans, libraries. Houghton, \$2.50. (4/18/34)

Scollard, Clinton Po
THE SINGING HEART: A SELECTION OF LYRICS

Poems by the late Clinton Scollard. Edited with a memoir by his wife, Jessie B. Ritzenhouse. Market: All poetry lovers, libraries. Macmillan, \$2.50 (?). (4/34)

Sherman, Ray W.
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THE ARCHITECTURE OF THE UNIVERSE

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Tyler, George C. and Furnas, J. C. Bi
WHATEVER GOES UP: THE HAZARDOUS FORTUNES OF A NATURAL BORN GAMBLER

The autobiography of George C. Tyler who played an important part in the careers of many famous authors and actors. Witty memoirs, full of anecdotes about dramatic and literary celebrities. Illustrated. Market: Readers of memoirs, those interested in the theater and the literary world, libraries. Bobbs-Merrill, \$3. (4/11/34)

Van Maanen-Helmer, E. and J.
WHAT TO DO ABOUT WINES

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Walton, Rev. W. H. M. Tr
SCRAMBLES IN JAPAN AND FORMOSA

Illustrated, 2 folding colored maps. Longmans, \$7 (?). (4/34)

Warmington, Eric H.
GREEK GEOGRAPHY

A new volume in The Library of Greek Thought. It shows the knowledge and ideas of the Greeks about the earth down to the beginning of the Roman imperial period. Market: All students of Greek thought and history. Libraries. Dutton, \$1.90. (4/16/34)

Warren, Austin Bi
THE ELDER HENRY JAMES

A biographical and critical study of Henry James the elder, distinguished father of Henry James, the novelist, and William James, the philosopher. Frontispiece. Market: All those interested in the James family, in education, in American biography. Libraries. Macmillan, \$2.50 (?). (4/34)

Waugh, Evelyn Tr
NINETY-TWO DAYS: A TROPICAL JOURNEY

The genial account of the author's travels and experiences in little frequented British Guiana. Illustrated with photographs. Author of *Black Mischief*, etc. Market: Readers who like fine writing in the travel field. Farrar & Rinehart, \$2.50. (4/16/34)

Webb, David K.
EARLY BOUNTY HUNTERS OF BUTLER COUNTY, PA.

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Wilczek, Count Hans Bi
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This autobiography of a distinguished old Austrian aristocrat gives an intimate picture of old Vienna, when it was a gay and amusing city, and of Austria at the height of its glory. Illustrated with photographs. Market: Readers of memoirs, of *Once a Grand Duke*, *Education of a Princess*, etc. Reynal & Hitchcock, \$3. (4/11/34)

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A study, by philological and phonetic methods, of the ancient Egyptian language, how it was pronounced and how it developed. Market: Students of Egyptology, Coptic and general philology. Univ. of Mich., \$3. (4/34)

Fiction

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Story of the poignant realization of the tragedy of the Negro in South Africa, by a cultured American Negro. Market: Readers of the unusual novel. John Day, \$2.50. (4/12/34)

Brennan, Frederick Hazlitt
WE SAIL TOMORROW: A ROMANTIC NOVEL OF THE SEA

Dramatic story of a junior officer's love for his commander's wife, and of a captain whose weakness spoils his crew's morale. Market: A good he-man's story—love story will appeal to women. Longmans, \$2. (4/4/34)

Burr, Anna Robeson
KALEIDOSCOPE

Miles Headlam is sent to Florence to write a biography of the eccentric novelist, Roger Mardine, who died in an ancient villa during the Rhodian revolt of 1926. A continuation of *Wind in the East*. Duffield & Green, \$2. (4/19/34)

Calmer, Edgar
BEYOND THE STREET

A story of the under-the-surface relationship between students and teachers in a large New York City high school. Market: Readers of serious fiction, those in the teaching profession. Harcourt, \$2.50 (?). (4/5/34)

Céline, Louis-Ferdinand
JOURNEY TO THE END OF THE NIGHT

A strange and original story of an underdog, of all under-dogs, that is laid in France, America and Africa. This book has been enthusiastically reviewed in Europe, where it created a sensation. Little, Brown, \$2.50. (4/16/34)

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Curran, Dale
A HOUSE ON A STREET

A novel which attempts to deal honestly and intelligently with the disastrous events of the past few years. Market: Readers of serious American fiction. Libraries. Covici, Friede, \$2. (4/17/34)

Dyer, George
A STORM IS RISING

An exciting mystery tale about a great plot to overthrow the American government. Houghton, \$2. (4/28/34)

Faulkner, William
DR. MARTINO AND OTHER STORIES

A selection of fourteen short stories, the majority of which have been published in leading magazines or in anthologies. Market: All readers of modern fiction. Faulkner enthusiasts. Smith & Haas, \$2.50 (?), signed limited ed., \$5. (4/16/34)

Feeney, Father Leonard
FISH ON FRIDAY

Light, short stories with a religious background and a modern setting, by a priest of Boston College. Market: Catholics, converts. Sheed & Ward, \$1.50. (4/34)

Flandrau, Grace
INDEED THIS FLESH

An emotional study of the life of an ordinary man who lived in St. Paul at the turn of the last century—a time when the frontier town was suddenly become a city, frantically trying to enrich itself. Market: Readers of the better fiction. Smith & Haas, \$2.50 (?) (4/23/34)

Forester, C. S.
THE PEACEMAKER

An exciting tale about a mathematical genius whose plan to force England to disarm paralyzes London and leads to dramatic unforeseen consequences. Little, Brown, \$2. (4/16/34)

Gardiner, Dorothy
A DRINK FOR MR. CHERRY

Mr. Watson of *The Transatlantic Ghost* solves the murder of a lady of questionable morals in a small Rocky Mountain town. A Crime Club mystery. Doubleday, \$2. (4/18/34)

Golding, Louis
FIVE SILVER DAUGHTERS

The story of the sweeping changes in family fortunes that came to Sam Silver, his wife and five daughters during the years 1910 to 1930. Author of *Magnolia Street*. Market: The many readers of *Magnolia Street*, rental and public libraries. Farrar & Rinehart, \$2.50. (4/30/34)

Guiraldes, Ricardo
SHADOWS ON THE PAMPAS: DON SEGUNDO SOMBRA

A story of gauchos in the prairie hinterlands of the Argentine, and particularly of

Don Segundo. Translated by Frederico and Harriet de Onis. Market: An Argentine classic that will appeal especially to men and boys. Farrar & Rinehart, \$2.50. (4/26/34)

Hamsun, Knut
THE ROAD LEADS ON

Laid in Segelfoss, the scene of his other Nordland novels, Knut Hamsun here draws together all the loose threads left at the conclusion of the other stories and writes further of some of the characters. Market: All those who read *Growth of the Soil*, *August*, *Fagabonds*, etc., libraries. Coward-McCann, \$2.50. (4/34)

Hay, Ian
DAVID AND DESTINY

A gay human story about a young English musician and the adventures that befell him on Broadway. Market: Large Hay audience, those who enjoy stories of sentiment and light humor. Houghton, \$2. (4/18/34)

Jameson, Storm
COMPANY PARADE

A long panoramic novel of post-war London. Knopf, \$2.50. (4/30/34)

Kendall, Nancy Noon
THE NEW HOUSE

An authentic novel of early days in a Pacific Coast city. Caxton Printers, \$2.50. (4/16/34)

Leitch, N. S.
SARA ALONE

Quiet story picturing how one person found that neither love, affection, friendship, or children can dull the realization that much of life is lonely. Doubleday, \$2. (4/18/34)

Liddon, E. S.
THE RIDDLE OF THE RUSSIAN PRINCESS

A Crime Club murder tale set in a suburb of New York. Doubleday, \$2. (4/18/34)

Lorimer, Graeme and Sarah
STAG LINE

More of the amusing adventures of the irrepressible Maudie, by the authors of *Men Are Like Street Cars*. Market: Humor market, young generation. Little, Brown, \$2. (4/16/34)

Lowndes, Marie Belloc
ANOTHER MAN'S WIFE

A murder thriller laid in London high society. The reader sees the crime committed and then the gradual detection of the culprit. Longmans, \$2. (4/18/34)

McKee, Ruth Eleanor
THE LORD'S ANOINTED: A NOVEL OF HAWAII

A tumultuous and colorful romance of the island empire of Hawaii from 1820 up to the time of the modern islands. Doubleday, \$2.50. (4/18/34)

Mannin, Ethel
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A new novel by the author of *Venetian Blinds*. Knopf, \$2.50. (4/9/34)

Mayhew, Joyce
STORME HAVEN

An unusual first novel. Long & Smith, \$2.50. (4/20/34)

Meynell, Laurence W.
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An exciting mystery romance in which Tony undergoes many dangers when Judith, the girl he loves, is kidnapped by some powerful gangsters. Lippincott, \$2. (4/19/34)

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A long, colorful love story laid in Guatemala during the period of the Spanish Conquest. Author of *Condemned to Devil's Island, Free*, etc. Market: Historical fiction fans. Longmans, \$2. (4/34)

Thomas, Eugene
YELLOW MAGIC

Another mystery story featuring Chu-Sheng, the Mongolian deaf mute. Author of *The Shadow of Chu-Sheng*, etc. Sears, \$2. (4/16/34)

Traven, B.
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The story of an American sailor. This novel has had a tremendous success in Europe. Knopf, \$2.50. (4/23/34)

Vines, Howell
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Wodehouse, P. G.
THANK YOU, JEEVES!

Further adventures of Bertie Wooster—Bertie floundering in trouble without the advice of the helpful Jeeves who had given notice! Market: Humor market. Wodehouse audience, libraries. Little, Brown, \$2. (4/16/34)

Wynne, Pamela
ALL ABOUT JANE

The romance of Jane who suddenly changed from a quiet girl leading a humdrum life into a beautiful girl in love with wealthy Neil Massey. Market: Wynne audience, romance market. Doubleday, \$2. (4/18/34)

Yates, Dornford
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Being an accidental witness of a murder, plunges young John Spencer into a series

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 Star Dollar Books. Garden City Pub. Co., \$1. (4/16/34)
- Gruenberg, Sidonie M.**
YOUR CHILD, TODAY AND TOMORROW
 Blue Ribbon Books, \$1. (4/12/34)
- Maeterlinck, Maurice**
THE LIFE OF THE ANT
 Blue Ribbon Books, 75c. (4/12/34)
- Maupassant, Guy de**
THE SHORT STORIES OF DE MAUPASSANT
 Blue Ribbon Books, \$1. (4/12/34)
- Parmelee, Maurice F.**
NUDISM IN MODERN LIFE
 Star Dollar Books. Illustrated. Garden City Pub. Co., \$1. (4/16/34)
- Vandercook, John**
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- Webb, Ewing T. and Morgan, John J. B.**
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 Star Dollar Books. Illustrated. Garden City Pub. Co., \$1. (4/16/34)
- Zweig, Stefan** Bi
MENTAL HEALERS
 Star Dollar Books. Garden City Pub. Co., \$1. (4/16/34)

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TWELVE CENTURIES OF ROME
 Dodd, Mead, \$3.50. (April or May, postponed from 2/14/34)
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- Ben Meyr, Berl**
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- Dutton, Charles J.**
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- Gubsky, Nikolai**
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Knight, Eric M.
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Greenberg, \$2. (4/15/34, postponed from 3/34)

Lazarsfeld, Sofie
RHYTHM OF LIFE: A GUIDE TO SEXUAL HARMONY FOR WOMEN

Greenberg, \$5. (4/20/34, postponed from 3/34)

Maxwell, W. B.
PEOPLE OF A HOUSE

Dodd, Mead, \$2.50. (April or May, postponed from 2/14/34)

Montaigne, Michel de
THE ESSAYS OF MICHEL DE MONTAIGNE: VOL. I

Knopf, \$3.50. (4/34, postponed from 3/26/34)

Norris, Kathleen
VICTORIA: A PLAY TO READ

Doubleday. (Postponed from 4/4/34 to an indefinite Spring date)

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MODERN WOMAN, SUCCESS OR FAILURE?

Long & Smith, \$1.75, instead of \$1. (5/25/34, postponed from 3/34)

Schauffler, Robert H.
MUSIC WEEKS AND DAYS

Dodd, Mead, \$2. (April or May, postponed from 3/14/34)

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Vanderlip, Frank A.
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Reynal & Hitchcock, \$2. (3/21/34, postponed from 3/7/34)

Veblen, Thorstein
LAST ESSAYS

Viking, \$3. (Postponed indefinitely from 4/2/34)

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BERTRAND OF BRITANNY

Yale, \$3. (4/17/34, postponed from 3/34)

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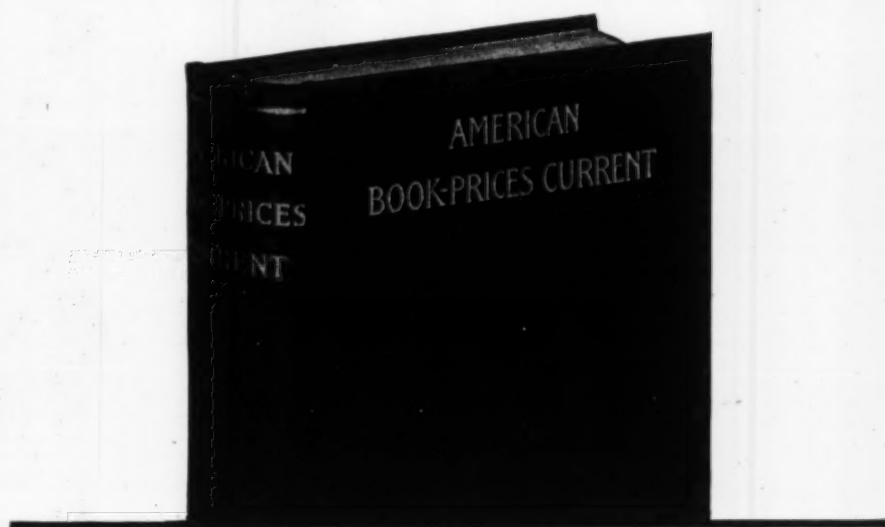
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